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ABSTRACT

The package presents a training approach for increasing test-taking skills of learning disabled (LD) and behaviorally disordered (BD) children along with a research study illustrating the approach's effectiveness with 92 LD or BD elementary students. The approach focuses on such strategies as attending to appropriate stimuli, marking answers carefully, using time well, and avoiding errors. The package presents lesson plans and student workbooks (with correct answers) on such topics as: (1) word study skills, including vocabulary, contractions, and syllables, and (2) reading comprehension. Each lesson presents a script for the trainer, ideas for remedial work, optional activity suggestions, and a review of previous lessons. (CL)

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Teaching Test-Taking Skills to Learning Disabled and Behaviorally Disordered Children

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Running head: TRAINING TEST-TAKING SKILLS

EC170490

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Abstract

Ninety-two second, third, and fourth grade children classified as learning disabled (LD) or behaviorally disordered (BD) were randomly assigned to treatment and control groups. Students assigned to the treatment condition were taught test-taking skills pertinent to reading achievement tests. Students were taught in small groups over a two-week period in such strategies as attending to appropriate stimuli, marking answers carefully, time using, and error avoidance. Following the training procedures, students were administered standardized achievement tests in their regular classroom assignments. Results indicated that third and fourth grades scored significantly higher on the word study skills subtest and descriptively higher in other subtests of the Stanford Achievement Test. Second grade students did not appear to have been affected by the training. The relevance of the training of this test to other tests involving problem-solving strategies is discussed.

Teaching Test-Taking Skills to Learning Disabled and Behaviorally Disordered Children

Successful performance in school is to a great extent dependent upon the application of effective learning and problem-solving strategies on academic tasks. Students are often called upon to meet particular format and task demands on academic assignments with effective strategies for dealing with these tasks and successfully completing them. Much of the failure of learning disabled (LD) students in school-related tasks has been attributed to a lack of ability in applying such problem-solving strategies (Reid & Hresko, 1980). A body of literature has been established in recent years which documents difficulties of learning disabled students in employing appropriate learning and problem-solving strategies in school. Particular deficits have been noted in the areas of: (a) attending to the critical components of a task (Atkinson & Seuneth, 1973; Hallahan & Reeve, 1980; Hallahan, Kauffman, & Ball, 1973; Ross, 1976; Tarver, Hallahan, Kauffman, & Ball, 1976), (b) selecting a strategy appropriate to addressing a particular academic task (Mastropieri, Scruggs, & Levin, in press; Torgesen, 1977; Torgesen & Goldman, 1977), and (c) effectively employing appropriate problem-solving strategies (Hallahan, 1975; Spring & Capps, 1974; Torgeson, Murphy, & Ivey, 1979).

Given the above documented deficiencies, it would appear that one area of particular difficulty for learning disabled and perhaps other mildly handicapped children would be the problem-solving strategies necessary for successful completion of standardized achievement tests. These group-administered tests typically expect learners to function individually in large-group situations, effectively employ time constraints, and develop and employ strategies specifically suited to answering questions which may be ambiguous or to which the answers are often not completely known (Haney & Scott, 1980). Some recent research with learning disabled students indicates that these students do, in fact, exhibit deficiencies with respect to use of effective strategies in standardized test-taking situations. Scruggs and Lifson (1984) administered questions from standardized reading comprehension tests to LD and non-LD students without providing the accompanying reading passages. Their results indicated that, although non-LD students were able to answer most "reading comprehension" questions without reading the accompanying passages, LD students were not able to do this. This investigation reiterated previously made questions concerning what reading comprehension tests actually measure, and also suggested that many LD students may lack some specific test-taking strategies, such as ability to effectively employ partial and/or prior knowledge. Drawing upon a previous investigation with mostly nondisabled children (Scruggs, Bennion, & Lifson, in press), Scruggs, Bennion, and Lifson (1984) recently interviewed learning disabled children with respect to the manner in which they had interpreted and answered reading achievement test items. Analysis of this strategy reports indicated that (a) LD students were less likely to select and utilize strategies appropriate to different types of test questions, and (b) LD students were more likely to be negatively influenced by misleading distractors. Such results suggested that learning disabled and perhaps other mildly handicapped populations may have more difficulty than other students adapting to specific task and format demands of standardized achievement tests and, consequently, resulting scores may be less valid estimations of potential performance than those of other students. Although any observed deficit in "test-taking strategies" on the part of learning disabled children would be expected to be representative of more global problem-solving strategy deficits in school-related tasks on the whole, it may be possible that specific training in test-taking skills may be particularly beneficial to children referred for mild learning and/or behavior problems. Many attempts have been previously made to improve achievement test scores by coaching in test-taking skills, but the results have been somewhat mixed and have appeared to affect different populations differentially. For example, Scruggs, Bennion, and White (1984) in a recent meta-analysis reported that students from the lower grade levels and students from low economic backgrounds tended to differentially benefit from extended training in test-taking skills. This finding, although not directly relevant to special education, does imply that these students may be taught some of the critical skills that they apparently lack when confronted with standardized achievement tests. It was the purpose of this investigation to determine whether such skills could be taught and whether such skills could, in fact, increase performance on standardized achievement tests without an accompanying increase in knowledge of the task being assessed.[1]

Method

Subjects

Subjects were 92 second, third, and fourth grade students attending resource rooms or self-contained classes in a large western school district. Twenty-five students were second graders, 37 were third graders, and 31 were attending fourth grade classes. The 68 boys and 34 girls had tested at an average of the 20th percentile (*SD* = 9.3) at the previous year's testing in reading. Thirty-nine students were classified as LD, and 54 students were classified as behaviorally disordered according to Public Law 94-142 and local school district criteria (for learning disabilities, this included a 40% discrepancy between ability and achievement). Twenty-two students were enrolled in self-contained classes, and 70 students were attending resource rooms.

Materials

Materials were developed as part of a larger project involving improving test-taking skills of LD and BD elementary students (Taylor & Scruggs, 1983) and consisted of eight scripted lessons for each grade level in a direct instruction format and accompanying workbooks for students which included pencil-and-paper practice activities (Scruggs & Williams, 1984). The general test-taking strategies taught in these materials included attending, marking answers carefully, choosing the best answer carefully, error avoidance strategies, and appropriate situations for soliciting teacher attention. In addition, specific test-taking strategies were taught for each specific reading subtest relevant to reading in the Stanford Achievement Test. These included structured practice in specific test formats for each subtest and specific application of general test-taking strategies to each specific subtest. For example, with respect to the letter-sound subtest, students were taught to employ the following sequence of strategies:

1. Look at the first word; read it.
2. Pronounce to yourself and think of the sound of the underlined letter.
3. Carefully look at the answer choices and choose the word with the same sound as the underlined letter.
4. If you don't know all the words, read the words you do know, or read parts of individual words that you may know.
5. If you are not sure of the answer, see if there are some answers that you are sure are not correct, and eliminate those.

6. Color in the answer quick, dark, and inside the line.
7. Never skip an answer.

Procedure

Experimental subjects were taught in small groups ranging from one to five in size and were taught four 20-minute lessons per week, for two weeks. Positive responding and attention to task was reinforced with stickers. Immediately prior to the training sessions, and immediately after the last training session, students were administered a criterion test of the skills which were taught (see Figure 1). This test was a 10-item test of test-taking skills including questions about time using, question asking, and elimination strategies. The first seven sessions taught the use of test-taking strategies within the specific context of each of the reading-related subtests. The last session consisted of a general review of all previous procedures. Each day of instruction involved extensive work with practice activities applied to practice test items. At no time during this training procedure were subjects taught any information concerning the content of the test which was not given in the published test directions. Within five days of the training procedure, students were administered as a group the Stanford Achievement

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Insert Figure 1 about here

Test. This administration was done in the regular or self-contained classroom settings by their regularly assigned teacher. Although teachers were aware of the membership of each student in the experimental group, response protocols were scored by machine.

Results

Pre and posttests of the experimental students on the criterion measure were compared statistically by means of a correlated *t* test. It was found that the performance on the posttest was significantly higher than pretest scores ($p < .01$). Students scored an average of 40% percent correct on the pretest, and 77% correct on the posttest.

Summary of analyses are given in Table 1. Data for second grade students were analyzed separately because (a) sufficient test data from previous years' testing existed to compute analysis of covariance, and (b) patterns of effects of treatment appeared to be somewhat different in this group. Although second grade subjects were assigned at random to experimental and control groups, they differed significantly ($p < .05$) with respect to previous years' testing, and, therefore, analyses must be interpreted with caution. Although raw scores on reading subtests

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Insert Table 1 about here

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in fact favored the control group, these differences were decreased substantially by the use of previous years' testing as a covariate. In spite of this adjustment with the covariate, the second grade control group apparently statistically outperformed the treatment group in the comprehension subtest. Since the groups did differ significantly in the year's previous testing, however, and since a similar comprehension subtest was not a part of the first grade test battery, which likely weakened the covariate, this finding appeared to be an artifact of selection bias. Third and fourth grade data were also analyzed separately. However, since in the third and fourth grade students, over one-third of the total sample were missing previous years' test scores, it was not possible to use previous years' testing as a covariate. As can be seen in Table 1, differences generally favored treatment groups although none of the initial findings were significant to the .05 level. However, the treatment effect was replicated over third and fourth grade groups with a particular effect seen in the Word Study subtest raw scores. Effect sizes were .63 in the third grade students, and .48 with the fourth grade students, both in favor of the treatment group. An evaluation of third and fourth grade combined using scale scores, however, indicates a significant treatment effect for the experimental students on the Word Study Skills subtest. Although comprehension scores and total reading scores also favor the treatment group, these differences are not statistically significant.

Discussion

The analysis of pre and posttest scores indicated that test-taking skills could be successfully taught to this sample of second, third, and fourth grade learning disabled and behaviorally disordered children. The fact that significant gains were made in these critical skills indicates that learning disabled and behaviorally disordered children at this age level do, in fact, lack certain test-taking skills which are potentially helpful in taking standardized achievement tests.

An analysis of the data apparently suggests that second grade students did not benefit from the training package. These data are difficult to interpret accurately, however, considering the fact that this group of children had scored significantly lower than the control group on tests administered one year previous. Although the use of analysis of covariance somewhat compensated for these differences, any interpretation of the results must be made with caution considering such significant differences existed between the two groups in the first place. However, considering these were reading tests and that the average reading performance of second grade learning disabled and behaviorally disordered children is extremely low, it may be that second grade special education students lack sufficient reading skills in order to make the most of training in test-taking skills. This may indicate that it is more prudent to wait until certain critical reading skills have been mastered before training of this nature will be beneficial. Considering the previous differences between the experimental and control group with respect to the second grade population, however, this interpretation cannot be made conclusively. Analysis of the third and fourth grade data indicated that training in test-taking skills did significantly increase scores on the Word Study Skills subtest of the Stanford Achievement Test for third and fourth grade learning disabled and behaviorally disordered students. Differences favoring the treatment group were also found in all the subtests and total reading score, although these differences were not significant. The fact that the Word Study Skills subtest was increased significantly may be a function of the fact that this particular subtest involves many format changes over a short period of time and thus, was more amenable to increased performance through guided practice and feedback on successful skills necessary for completion of the subtest (Bennion, Scruggs, & Lifson, 1984). Since previous research has indicated that learning disabled children are more likely to have difficulty with formats on this type of subtest (Scruggs, Bennion, & Lifson, 1984), this seems a likely explanation for the fact that Word Study Skills performance was significantly facilitated. The degree of facilitation of this subtest in scale score points apparently compares to a gain of three academic months for the average student receiving this treatment. This gain is consistent with the findings of a recent meta-analysis (Scruggs, Bennion, & White, 1984) which indicated that other students tended to gain approximately two to three months in situations involving extended training on test-taking skills. Although a three-month gain does not seem particularly large, it must be weighed against the finding that this was accomplished in eight relatively short lessons over a two-week period and that training in reading skills over the same period would be unlikely to produce such a gain. However, any gain at all which is not the result of training in the associated content areas indicates the possibility that some of the error variance in this test is being eliminated and, in fact, Table 1 indicates descriptively that standard deviations were consistently lower in treatment groups than control groups. This finding is not conclusive but does suggest that error was reduced on the part of treatment children.

Overall, the findings indicate that critical test-taking skills can be taught to learning disabled and behaviorally disordered second, third, and fourth grade children and that these skills tend to raise these students' performance on standardized achievement tests.

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Footnote

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[1] The usefulness of standardized achievement tests in special education has been, and remains, a controversial issue (Salvia & Ysseldyke, 1979), which is not intended to be addressed by the results of the present investigation. This investigation was undertaken to determine whether the problem-solving strategies of the type needed for the successful completion of achievement tests could be trained. An additional assumption was that reduction of possible measurement error, on any assessment instrument in common use, is desirable.

Table 1

Test Score Data

2nd Grade - Analysis of Covariance

Variable	N	$\bar{X}$	SD	Adj. Mean	F	Prob.
Word reading						
Tx	12	15.58	4.32	17.00	1.01	.326
Cx	13	20.77	7.65	19.41		
Comprehension						
Tx	12	16.42	6.35	18.51	5.10	.035
Cx	13	26.18	9.00	24.08		
Word study						
Tx	12	25.67	5.69	29.44	.47	.50
Cx	13	31.62	10.05	27.49		
Total reading						
Tx	12	57.67	14.34	63.01	2.58	.124
Cx	13	78.38	22.60	72.93		

Table 1 (continued)

3rd Grade

Variable	N	X̄	SD	T	2-tail prob.
Comprehension raw scores					
Tx	18	24.61	7.59	-.36	.725
Cx	19	25.79	11.98		
Word study raw scores					
Tx	17	29.12	8.09	1.70	.099
Cx	19	24.95	6.65		
Total reading raw scores					
Tx	18	52.06	16.21	.24	.813
Cx	19	50.74	17.33		
Total battery scaled scores					
Tx	17	564.00	17.80	.00	.999
Cx	19	564.00	21.09		

Table 1 (continued)

4th Grade

Variable	N	X̄	SD	T	2-tail prob.
Comprehension raw scores					
Tx	17	17.71	7.50	.61	.545
Cx	14	15.79	9.96		
Word study raw scores					
Tx	17	26.53	10.12	1.28	.209
Cx	14	21.93	9.68		
Total reading raw scores					
Tx	17	44.24	16.54	1.05	.303
Cx	14	37.71	18.02		
Total battery scaled scores					
Tx	17	572.35	26.15	.04	.968
Cx	14	572.90	20.60		

Table 1 (continued)

3rd and 4th Grades Combined

Variable	N	X̄	SD	Standard error	T	df	2-tail prob.
Comprehension scaled scores							
Tx	35	559.00	30.58	5.17	.41	65	.680
Cx	32	556.00	38.77	6.85			
Word study scaled scores							
Tx	34	578.00	31.66	5.43	2.26	65	.027*
Cx	33	562.00	28.04	4.88			
Total battery scaled scores							
Tx	34	568.00	22.43	3.85	.15	65	.883
Cx	33	567.00	20.95	3.65			

Figure Caption

Figure 1. Pre-post test.

1. When I don't understand the teacher,
   0 I go up to the teacher.
   0 I raise my hand.
   0 I ask another student.

2. When I mark outside the answer bubble,
   0 I mark it carefully.
   0 I can not erase and fix it.
   0 I might get the answer wrong.

3. After I read the test question,
   0 I read all the answer choices.
   0 I think and choose the best answer.
   0 I guess the best answer.

4. A vocabulary test asks
   0 the meaning of a word.
   0 how to read a word.
   0 how to spell a word.

5. The stop sign tells me to
   0 stop and then go on.
   0 stop and check my work.
   0 stop and lay my pencil down.

6. When I can't read all the words in the answer choices,
   0 I read the words I know first.
   0 I guess the answer first.
   0 I go on to the next question.

7. When I don't know the answer,
   0 I skip the question.
   0 I guess the best answer.
   0 I raise my hand.

8. When I take a comprehension test,
   0 I read the answer choices first.
   0 I read the questions first.
   0 I read the passage first.

9. When I take a syllables test, I look
   0 for a compound word.
   0 for a word that has a prefix
   0 for a word that is divided the right way.

10. The letter-sound in a letter-sounds test
   0 can be spelled by different letters.
   0 are always in the middle of the word.
   0 are always spelled with the same letters.

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SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

Developed by:

Thomas E. Scruggs
N. Joanne Williams

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January 1984

TABLE OF CONTENTS

Content of Training Package. iii

General Test-Taking Skills vi

Specific Test-Taking Skills. v

Lesson I 1

Lesson II. 9

Lesson III 17

Lesson IV. 26

Lesson V 39

Lesson VI. 46

Lesson VII 54

Review: Lesson II, III, IV, VI, VII, VIII 62

CONTENT OF TRAINING PACKAGE

Lesson — Description of Content

I.

1. Importance of tests and this training package
2. Three rules of test taking:
    - a. mark answers efficiently
    - b. follow along carefully; don't lose your place
    - c. attend carefully to all answer choices (distractors)
3. Sample vocabulary test:
    - a. lesson
        - i. attend to every answer choice
        - ii. think of the key word in question
        - iii. if you forget what the teacher said, or you get lost, ask for help
    - b. sample test administration
    - c. feedback on test
4. Review of lesson

II.

1. Review lesson I
2. Sample Word Study Skills (WSS) compound word test:
    - a. lesson
        - i. attend to every answer choice
        - ii. find the word with two words in it
        - iii. if you cannot read them all, read the ones you know, and see if you can find a word with one smaller word in it you do know
        - iv. guessing strategy
    - b. sample test administration
    - c. feedback on test
3. Review of lesson

III.

1. Review lessons I and II
2. Sample WSS contractions test:
    - a. lesson
        - i. attend to every answer choice
        - ii. find the correct shortened form of two words
        - iii. may be the last sound
        - iv. guessing strategy
    - b. sample test administration
    - c. feedback on test
3. Review of lesson

IV. 1. Review lessons II and III

2. Sample WSS word analysis test:
   a. lesson
      i. what sound does the underlined sound make in that word
      ii. read all answer choices and find the word with matching sound
      iii. don't be fooled by words that resemble the first word
      iv. guess if necessary

   b. sample test administration
   c. feedback on test
   d. sample word endings test

3. Review of lesson

V. 1. Review lesson IV

2. Sample Word Reading test:
   a. lesson
      i. attend to picture and read across the rows
      ii. read all distractors; don't be fooled by words that look right but are not
      iii. guessing and elimination strategies
      iv. time using strategy

   b. sample test administration
   c. feedback on test

3. Review of lesson

VI. 1. Review lesson V

2. Sample Reading Comprehension A lesson
   a. lesson
      i. attend to picture and all answer choices
      ii. picture may give you a clue to right answer
      iii. guessing and elimination strategies
      iv. time using strategy

   b. administration of test
   c. feedback

3. Review of lesson

VII. 1. Review lesson VI

2. Sample Reading Comprehension B lesson
   a. lesson
      i. read passage carefully
      ii. read question and all answer choices
      iii. look for key word in question and look for that word in the passage
      iv. look for one of the answer choice words in the passage

3. Review of lesson

VIII.

1. Review general rules:
    a. attend to all answer choices
    b. be careful of tricky answers
    c. work quickly and guess if you've tried everything else

2. Review of all subtests:
    a. vocabulary
    b. Word Study Skills
        i. compound words
        ii. contractions
        iii. endings
        iv. word analysis
    c. reading comprehension
        i. reading comprehension A
        ii. reading comprehension B

3. Review importance of tests and importance of this instruction

General Test-Taking Strategies

1. Listen
2. Work hard
3. Pay attention
    a. Mark answers carefully with dark strokes inside the line
    b. Choose the best answer
        i. Read all the answer choices
        ii. Think and choose the best answer
        iii. Mark the best answer carefully
    c. Choose the best guess when you don't know the answer
        i. If you can't read all the options, read the ones you can
        ii. Look for relationships (i.e., same last sound(s), letters, little words in big words) between subparts
    d. Raise hand
        i. Forget what teacher says
        ii. Don't understand what teacher says
        iii. Lose place

Specific Test-Taking Strategies

1. Vocabulary

   "Asks for the meaning of words, ideas."

   a. Hear part of a sentence - Listen to teachers.

   b. Question. "About what is this sentence talking?" - Listen for key word, idea.

   c. Choose the best answer that tells about the key word, idea.

   d. Guess strategy: Look for words you can read.

2. Compound Word Test

   "Look for one word made from two words."

   a. Choose the best answer, the compound word.

   b. Guess strategy:

      i. Read the word I know

      ii. Look for little words in big words

3. Contraction Test

   "Asks a short way of saying two words".

   a. Hear two words - Listen to teacher.

   b. Question: "What is a short way of saying the two words?"

   c. Guess strategy:

      i. Listen for the last sound

      ii. Question: "What letters spell that ... sound in this word?"

      iii. Look for last sound (letters).

Specific Test-Taking Strategies

4. Endings

   "Find the word that ends like the word heard."

   a. Hear word with ending - Listen to teacher

   b. Question: "What letter(s) spell that ending?"

   c. Choose the word with the same ending

   d. Guess strategy:

      i. Listen to last sound(s)

      ii. Think of letter(s) that spell the sound(s)

      iii. Look for letters

5. Letter-Sound Test

   "Find the word with the same sound as the underlined letter(s) in the first word."

   a. Look at first word; read it.

   b. Think of the sound(s) of the underlined letter(s).

   c. Choose a word with the same sound (as underlined letter represents).

   d. Guess strategy:

      i. Look for same letter(s) as underlined

      ii. Underlined letter(s) - sounds may be at beginning, middle, or ending of word; best answer may have representative sound in any position of the word - - this may not correspond to position of underlined letter

      iii. Don't be fooled by look alike words

      iv. Different letters may spell the sound(s)

      v. Use generalizations (i.e., CVC letter - sound patterns)

      vi. Read the words you know

TEST-TAKING SKILLS:
PRESENTATION BOOK

LESSON I

Hello! My name is ____________________. I will be working with you for the next ______________ weeks. We will work hard and have a lot of fun learning. Before we start, I would like each of you to tell me your name. (Teacher elicits responses from each student.)

We will learn how to be good test takers. You will take a big test soon. It is important that you do well on this test. Everybody, what is important?

WE WILL DO WELL ON THE BIG TEST.

Now you will show me what you already know. (Go to pretest for administration directions.) Teacher administer pretest.

Thank you for working so hard. You will learn how to do well on the big test. (Discuss how it is ok to make a mistake. It can help us learn, etc. Move on.)

Begin here after pretest. Teacher may need to add extra prompting to help students understand the reason they do well on the big test.

You do well on the big test so your teacher and parents will know what you have learned. Why is it important to do well on the big test? (Everyone responds.)

SO MY TEACHER AND PARENTS WILL KNOW WHAT I HAVE LEARNED.

Good! It's very important to do well on tests so you can show your teacher and parents how much you've learned. Over the next __________ weeks, I am going to help you to learn how to take tests. What will you learn?

I WILL LEARN HOW TO TAKE TESTS.

You will learn how to take tests so you can show what you have learned. Why will you learn how to take tests? (Prompt as necessary.)

I WILL LEARN HOW TO TAKE TESTS SO I CAN SHOW WHAT I HAVE LEARNED.

You will listen and work hard. When you have finished, you will be a **super good** test taker!

What will you do to be a super good test taker?

I WILL LISTEN AND WORK HARD.

Super! We are ready to start. Here we go:

Everyone, put your test booklet in front of you. Point to **Name** (have chart I, 3 - **"front cover of test booklet"** to model from). Pick up your pencil and write your name in the blank space (**Students write their name**). Lay your pencil down. **When you lay your pencil down, I know you have finished.** (Students lay pencils down when finished.) Good! **Everyone is finished.** (Identify students with reinforcement - e.g., **"Good laying your pencil down when you are finished, Sally!"**.)

Laying down and picking up pencil behavior needs constant reinforcement throughout training.

Turn to page 1 in your **Student Workbook** (show chart I-2). Good turning to page 1! Wait until I say **ready** to pick up your pencil and mark your answer. **Ready!** (Students pick up pencils.) **Listen! Mark the first answer bubble in row 1.** What will you do?

MARK THE FIRST ANSWER BUBBLE IN ROW 1.

Go. (Check to see if all students **understand row 1** and answer bubble.) When you take a test, you will remember to pay attention. **What will you remember**? (Everyone responds - [ER].)

I WILL REMEMBER TO PAY ATTENTION.

When you pay attention, **you mark your answers carefully. How do you mark your answers?** (ER)

I WILL MARK MY ANSWERS CAREFULLY.

Good! Now I'm going to show you how to mark an answer choice carefully. (**Point** to chart I-2.) When I mark my answer carefully, **I fill in the answer bubble quick, dark, and inside the line.** (Teacher **models** by **marking first answer bubble** in **row 1 on chart**). How do I answer carefully? (Teacher responds to own question.) "**I fill in the bubble quick, dark, and inside the line.**" Now, did I fill in the answer bubble **quick**?

YES. (Students respond with teacher.)

Was I **inside the line?**

YES.

Did I fill in **dark?**

YES.

When **you** mark an answer choice carefully, **you** mark it quick, **dark**, and inside the line. How do **you fill in an answer** bubble carefully?

QUICK, DARK, AND INSIDE THE LINE.

Right! Your turn. Point to number 2. This is row 2. Listen! Mark the second answer bubble in row 2 carefully. What will you do?

I WILL MARK THE SECOND ANSWER BUBBLE IN ROW 2 CAREFULLY.

Ready! (Students pick up pencils. Reinforce this.) Mark the second answer bubble in row 2 carefully. Go. (Students mark.) (Students lay pencils down when finished. Reinforce this.) Did you mark quick?

YES.

Did you mark dark?

YES. (Have students correct if necessary. Discuss how to erase.)

Did you mark inside the line?

YES.

Then, did you mark your answer carefully?

YES.

Great! Watch me. My turn. I will mark the second answer in the second row carefully. (Chart I - 2 - mark quickly, mark very lightly, mark outside the line some.)

Did I mark the answer carefully? (ER)

NO.

Did I mark the answer quick?

YES.

Did I mark the answer dark?

NO.

Good watching! You're right! I did not mark my answer carefully. If I do not mark the answer dark, my answer might be wrong. What might happen if I don't mark the answer dark?

THE ANSWER MIGHT BE WRONG.

Right! Did I mark inside the line?

NO.

You're right again! I did not mark my answer carefully. If I do not mark the answer inside the line, my answer might be wrong. What might happen if I do not mark inside the line?

THE ANSWER MIGHT BE WRONG.

Right again! You are really listening and answering carefully, too! Put your finger on row 3. Listen. Mark the last bubble in row 3. Ready. (Students pick up pencils.) Go! (Students mark their answer carefully while teacher marks on chart I-2, row 3.) (Students lay pencils down when finished.) Proof. Does your answer look like mine? Did you mark quick? (Everyone responds.) Did you mark inside the line? (ER)

YES. (If no, allow time to erase and correct.)

Did you mark dark? (Everyone responds.)

YES.

Fantastic! Now you've marked your answer carefully! You do not put marks anywhere outside the bubble. It might be counted and you would miss the answer.

Point to row 4 (model on Chart I,2). Listen! Mark the first bubble in row 4 carefully. What will you do?

I WILL MARK THE FIRST BUBBLE IN ROW 4 CAREFULLY.

Good listening! Ready! (Student picks up pencil.) Go! (Student looks at model, student looks at own answer.) Did you mark your answer carefully?

YES. (Allow student to pick up pencil and erase and correct if necessary.)

You will practice marking your answer carefully one more time. Listen! Mark the last bubble in row 5 carefully. What will you do?

I WILL MARK THE LAST BUBBLE IN ROW 5 CAREFULLY.

Ready! (Student picks up pencil.) Go! (Student marks answer.) Proof. (Student looks at model, then looks at their own model.) Correct. (Student may need to erase and correct.)

You have worked hard! You can mark your answers carefully! You can listen carefully! When you take a test, you pay attention and you choose the best answer. What do you do when you take a test? (Everyone responds, including the teacher.)

WHEN I TAKE A TEST I PAY ATTENTION AND I CHOOSE THE BEST ANSWER.

That's right. You are listening! You are paying attention. Now, you will learn how to choose the best answer. (Chart A.) To choose the best answer you first read all the answer choices. To choose the best answer what do you do first? (Everyone responds, including the teacher.)

Teacher may need to discuss and show students answer choices. Teacher may need to discuss what thinking is. An illustration might be used. "When you think, you make a picture in your head. Everyone, think about ice cream. What do you see?" Discuss kind of ice cream, color of ice cream, and even taste it. Do this quickly. Then move on.

Teacher may need to discuss what choose means. Teacher may let students each choose one sticker. It can be pointed out that the student has to choose **one** answer.

TO CHOOSE THE BEST ANSWER I FIRST READ ALL THE ANSWER CHOICES.

Exactly right! After you read all the answer choices you **think** and choose the **best** answer. What do you do after you read all the answer choices? (Everyone responds with teacher.)

AFTER I READ ALL THE ANSWER CHOICES I THINK AND CHOOSE THE BEST ANSWER.

Right! Now you are ready to mark the best answer. First, you **read** all the answer choices; then you **think** and **choose** the best answer. You **mark** the best answer carefully. You tell me what you do when you choose the best answer. (Everyone responds, including the teacher if necessary.) (Use chart A.)

FIRST, I READ ALL THE ANSWER CHOICES.

THEN I THINK AND CHOOSE THE BEST ANSWER.

I MARK THE BEST ANSWER CAREFULLY.

When the teacher tells you to take a test, you will pay attention. When you pay attention, you look at the teacher and listen. How do you pay attention? (Teacher responds with students if necessary.)

LISTEN AND LOOK AT THE TEACHER.

Good. Then you **think** and **choose** your best answer. What do you do next?

I THINK AND CHOOSE THE BEST ANSWER.

Good! Then you mark you best answer. How do you mark your answer carefully?

QUICK, DARK, AND INSIDE THE LINE.

Good remembering! Now you will practice taking a vocabulary test. When you take a vocabulary test, first, you **listen** to the teacher. What do you do **first** when you take a vocabulary test? (Everyone responds.)

WHEN I TAKE A VOCABULARY TEST, FIRST, I LISTEN TO MY TEACHER.

Great! The teacher will read part of a sentence to you. What will you hear the teacher read? (Students may not understand what a sentence is. Teacher should not dwell on "sentence".)

I WILL HEAR THE TEACHER READ PART OF A SENTENCE OR I WILL HEAR THE TEACHER READ.

OPTIONAL (more advanced students):

Good! After you listen you will think of the key word (or idea). What will you do after you listen? (Everyone responds.)

AFTER I LISTEN I WILL THINK OF THE KEY WORD.

To think of the key word, you think, "what is this sentence talking about?" How do you decide the key word? (Everyone responds.)

Students may find it difficult to understand "key idea". Teacher may need to practice this skill. Examples: (1) Someone who is crying is ..... key idea - person crying; (2) An animal with four legs that barks is ..... key idea - animal, bark. For some students, the teacher may decide to omit the key idea section, or respond with students.

I DECIDE THE KEY WORD BY THINKING "WHAT IS THIS SENTENCE TALKING ABOUT?"

Open your workbook to page 2. Look at page 2 and point to Sample A. What is this sentence talking about? "A baby sheep is a ______________?"

BABY SHEEP.

Now you choose the best answer. (Teacher says with students.)

FIRST, I READ ALL THE ANSWER CHOICES. (Have students read with teacher choices on Chart I-6.)

o LAMB
o CALF
o PIGLET

THEN I THINK AND CHOOSE THE BEST ANSWER. (Prompt: THE BEST ANSWER COMPLETES THE SENTENCE. IT TELLS ABOUT THE KEY IDEA.)

Now you find the answer that completes the sentence. What was the key word, idea?

BABY SHEEP.

Which answer choice tells about baby sheep?

LAMB.

Lamb tells another name for baby sheep. It tells about the key word, idea. So lamb is the best answer. You think, and then you choose the best answer. Now what do you do?

I MARK NEXT TO THE BEST ANSWER CAREFULLY. (Quick, dark, and inside the line.)

(Teacher marks model.)

Now, mark the best answer carefully. (Students mark.) Did you mark quick, dark, and inside the line?

YES.

You did the vocabulary test 100% correct! Let's do some more.

Point to #1. Listen! The part of the sentence is: "Someone who is crying is __________." Tell me the part of a sentence. (Everyone responds.)

"SOMEONE WHO IS CRYING IS ______________."

Think! What is this sentence talking about? What is the key word, idea? (Everyone responds. Students may choose correct answer without being accurate on key idea. Just prompt with answer and go on.)

SOMEONE - CRYING.

Point to and read all the answer choices with me. (Everyone responds.) (Suggest students respond orally since you're working on the process.)

SAD.

HAPPY.

LUCKY.

Think and choose the best answer that completes the sentence. (Allow think time.) Everyone tell me the best answer. (Everyone responds.)

SAD.

Now mark next to the best answer carefully. (Students mark sad. Check for quick, dark, and inside line.) You are exactly right.

Point to #2. Listen! "A piece of ice is _________." Think! Tell me the key word, idea. (Teacher gives key idea if necessary.)

ICE.

Point to and read (soft whisper) all the answer choices with me. (Students and teacher together.)

o HOT
o COLD
o WARM

Think and choose the best answer that tells about ice, the key word. Tell me the best answer.

COLD.

You're right! Now what do you do? (Everyone responds. Teacher may need to provide prompts.)

MARK THE BEST ANSWER CAREFULLY.

Go! (Check to make sure correct answers are marked. Teacher may mark model for proofing and correcting.) (Reinforce pencil behavior.)

Point to #3. You will do this by yourself. Listen! "Something that you can ride in is a __________."

Point to and read all the answer choices. (Students and teacher together.)

o FRIEND
o WAGON
o HOUSE

Reinforce students for doing their own work, e.g., "Robin, I like the way you did your own work. You didn't look around! You're smart!" Then try to catch the student who seems to copy from neighbor **doing it the right way**, e.g., "Bob, you did it the right way. You are thinking good." Reinforce Bob quietly, maybe personally, so he doesn't feel pressure. (**Don't say:** "I know you could do it!" That adds pressure.)

Think and choose the best answer. (Wagon.)

Mark the best answer carefully. (Wagon.)

Proof and correct if necessary.

You know how to take a vocabulary test. I can see you're going to be very good at taking tests.

LESSON II: COMPOUND WORD TEST PRESENTATION

Take a minute for introductions again.

Review: Lesson II.

You did great last time!

You will do great again today!

You are learning how to take tests! When you take a test, you work hard. When you do it the right way, you show your teacher and parents what you have learned. Last time we did this kind of test. (Show Voc. Test - Chart I,6) A vocabulary test asks you the meaning of a word. What does a vocabulary test ask you? (Teacher says with students.)

A VOCABULARY TEST ASKS YOU THE MEANING OF A WORD.

Good saying, "A vocabulary test asks you the meaning of a word."

Turn to the vocabulary test on page 2 in your workbook.

Last time you learned some rules for taking a vocabulary test. You learned how to pay attention. You listen to your teacher read part of a sentence. You read the answer choices silently as your teacher reads them out loud. Then you choose the best answer that completes the sentence. Point to number 4. "The daylight comes from the ______." (Teacher reads orally as students point and read.)

o MOON
o SUN
o STAR

Now choose the best answer.

Point to the best answer. (Students point to sun.) You are right. Now, you are ready to mark your answer carefully. How do you mark your answer carefully?

QUICK, DARK, AND INSIDE THE LINE.

Show me how to do it. Ready! (Pause.) Go! (Students mark answer.) You did it the right way! Good for you!

Teacher may need to prompt and reinforce desired responses for raising hand activity. Extra practice may need to be simulated. Students are dealing with cause-effect relationships.

Sometimes you forget what the teacher said. If you forget what the teacher said, raise your hand. What do you do when you forget what the teacher said? (ER)

I RAISE MY HAND.

That's right. Sometimes you don't understand the teacher. If you don't understand the teacher, you raise your hand. What do you do when you don't understand the teacher? (ER)

I RAISE MY HAND.

Good listening and answering. If you lose your place, raise your hand and ask for help. Show me what you do when you lose your place. **(Students should raise their hand and when the teacher calls on one, he should ask for help.)**

Point to number 5 on your vocabulary test. **Listen!** **(Teacher reads stem, mumbling some, and coughing in the middle.)** "Mud is made from water and ______." **(Students should raise their hands.)** You really learn fast. (Call on someone and encourage them to say:)

I DIDN'T UNDERSTAND.

Good, you raised your hand when you didn't understand. Why did you raise your hand?.

I DIDN'T UNDERSTAND.

Right! When else should you raise your hand? **(Prompt answers!)**

IF I LOSE MY PLACE.
IF I FORGET WHAT THE TEACHER SAID.

Good remembering! Let's practice one more. Point to number 5. I will read the part of a sentence again. **Listen!** "Mud is made from water and _____." "Hay, air, dirt."

Now choose the best answer. Use Chart A if you forget what to do. (Observe to see if students follow the steps on the chart. Help as you observe need. Praise students when you see them following steps: 1) **read** all the answer choices, 2) **think** and **choose** the best answer, 3) **mark** the best answer carefully--**quick, dark,** and **inside** the line.) Everyone, tell me, which is the best answer? (ER.)

DIRT.

Exactly right! I can tell you are going to do well at taking tests!

Before you learn how to do another test, we'll go over what you've covered. First, remember to mark your answers **quick, dark,** and **inside** the line. How do you mark your answers?

QUICK, DARK, AND INSIDE THE LINE.

Good! Quick, dark, and inside the line. Next, remember, a vocabulary test asks you the meaning of words, ideas. What does a vocabulary test ask you?

A VOCABULARY TEST ASKS ME THE MEANING OF A WORD, IDEA.

Right again! When you take a vocabulary test, you listen to the teacher. How do you listen when you take a vocabulary test?

I LISTEN TO THE TEACHER.

Excellent answers! Now, look at the chart (Chart A) and tell me how you choose the best answer.

1. I READ ALL THE ANSWER CHOICES.
2. I THINK AND CHOOSE THE BEST ANSWER THAT COMPLETES THE SENTENCE.
3. I MARK THE BEST ANSWER CAREFULLY--QUICK, DARK, AND INSIDE THE LINE.

You have learned a lot! Thank you for working so hard! You are ready to learn how to do a Word Study Skill test.

Compound Word Test

Turn to page 3. This test is called a compound word test. (Chart II, II.) What is it called?

COMPOUND WORD TEST.

Good! A compound word is a big word made up of two little words. What is a compound word? (Prompt if necessary.)

A BIG WORD MADE UP OF TWO LITTLE WORDS.

Now when you take a compound word test, you choose the best answer. Look at the words in row A. Read the words as I read them, bookstore, things, surprise. (Teacher points as she/he reads.)

BOOKSTORE, THINGS, SURPRISE.

One of these words is made from two words. Which word is it?

BOOKSTORE.

That is correct. The two words are **book** and **store**. The big word is bookstore. What are the two words that make bookstore?

BOOK STORE.

Great! What is the compound word?

BOOKSTORE.

First, you read all the choices. Everyone, read the choices.

BOOKSTORE, THINGS, SURPRISE.

Then you **think and choose the compound** word. What is the compound word?

BOOKSTORE.

Right! Now, you just chose the **best answer**. The best answer is the big word made up of two little words. You are ready to **mark the best answer** carefully. Show me how to do it. (One student marks on chart I-6 the bubble by bookstore quick, dark, and inside the line.) Did ________ do it the right way? or You did it the right way! Good!

Everyone point to **letter A** on page 3. When the teacher says, "Find the compound word," (show chart A) what do you do first?

READ ALL THE ANSWER CHOICES. (Teacher reads orally as students read.)

Then, what do you do?

THINK AND CHOOSE THE COMPOUND WORD, (TWO WORDS MAKE ONE WORD.)

You're right, so far! Now, what do you do?

MARK THE COMPOUND WORD ANSWER CAREFULLY.

Show me. (Observe and check.) Excellent! Everyone did the test right! Bookstore is the compound word.

Point to number 1 on your compound word worksheet. Good pointing! Find the compound word. What do you do first? (Use Chart A for cue reference. Teacher may need to prompt as well as read answer choices orally with students.)

I READ ALL THE ANSWER CHOICES. MAKING BROTHERS DOGHOUSE.

Right! Then, what do you do?

I THINK AND CHOOSE THE COMPOUND WORD. (If the student says THE BEST ANSWER, help him to define the best answer for this test is a compound word.) What do you do next?

I MARK THE COMPOUND WORD ANSWER CAREFULLY--QUICK, DARK, AND INSIDE THE LINE.

Excellent! Show me. (Observe as students go through the process. Give verbal praise, e.g., "Melissa, you read all the answer choices first. Great!"). Tell me the best answer, the compound word.

DOGHOUSE.

Right! What two words are in doghouse? (Prompt if necessary.)

DOG HOUSE.

Right, again! Now, you will try a hard one. Can anyone read all the words for row 2? (If no one can or if only one can, say the following:)

This is a hard test. You can find the best answer. If you can't read every word do this. Read the word or words that you know. Ask yourself, "Is this word a compound word?" or ask yourself, "What could this word be?" Look at the first word. Can you read it?

YES, BEDROOM.

Does it have two words?

YES, BED AND ROOM.

Look at the second word. Can you read it?

NO.

Look at the last word. Can you read it?

(e.g., "I THINK IT IS "SOONER".)

Now, think and choose the best answer, the compound word.

BEDROOM.

You're right! You chose the compound word even though you could not read all the word choices. (Students mark answer.)

Point to number three. This is a hard one, too. Read the answer choices. (Teacher provides prompts as needed.)

RETURN ___?___ ___?___

Is return a compound word?

NO.

You're right. Now, you know it is the second or last word. Look at the second word. Do you see any little words?

YES, TEN.

Is /l/i/s/ (spell letters) a word that you know?

NO.

Now, look at the last word. Do you see a little word in it?

YES, STAR.

Is /l/i/g/h/t/ (spell letters) a word that you know?

YES, I THINK /L/I/G/H/T/ (spell letters) IS A WORD.

Then, you guess that star/l/i/g/h/t/ (spell letters) is a compound word?

YES.

What is the best answer, the compound word? (Teacher may need to prompt. Maintain pacing. Reinforce decoding strategies and efforts in finding words they can read. Do not belabor the effort.)

STAR/L/I/G/H/T.

Right. Mark the best answer, the compound word, starlight. Sometimes, you don't know the answer. Then you think about the answer choices and choose the best "guess" for the best answer. (Teacher may need to discuss what a guess is.)

When do you choose the best "guess" for the best answer?

WHEN I DON'T KNOW THE ANSWER or WHEN I CAN'T READ ALL THE WORDS. AFTER I READ ALL THE ANSWER CHOICES THAT I CAN.

This may be an appropriate stopping place for Session I if teacher picks up signs of restlessness. The guessing strategies might be continued the next session.

Is it OK to guess?

YES.

Sure it is! Now, don't guess unless you need to. First, read all the answer choices that you can. Then try to choose the best answer. If you don't know, then guess the best answer. When should you guess? (Guide and prompt.)

IF I DON'T KNOW THE ANSWER, I SHOULD GUESS. I SHOULD FIND WORDS I CAN READ. I MIGHT FIND LITTLE WORDS IN THE BIG WORDS THAT HELP.

Right! You just might get the answer right! Now, you are ready for number 4. You do it on your own. Remember how to choose the best answer. (Observe and reinforce correct process.)

What is the best answer?

CATFISH. (If error: Teacher should read choices and student correct.)

Right! (Let students share how they choose the best answer. Did anyone guess? How did he/she decide on the best answer?)

Well, all of you worked hard today! You were good listeners, too!

When you take a vocabulary test, you listen to the teacher. Then you choose the best answer. What do you do first when you take a vocabulary test?

I LISTEN TO THE TEACHER.

Then what do you choose?

I CHOOSE THE BEST ANSWER.

Excellent! How do you choose the best answer?

1. I READ ALL THE CHOICES.
2. I THINK AND CHOOSE THE BEST ANSWER THAT COMPLETES THE SENTENCE.
3. THEN I MARK THE BEST ANSWER CAREFULLY, QUICK, DARK, AND INSIDE THE LINE.

You know how to take a vocabulary test! You are good test takers.

When you take a compound word test, you listen to the teacher say, "Find the compound word." What will the teacher tell you to do?

FIND THE COMPOUND WORD.

What do you do to find the best answer, the compound word? (Prompt as needed.)

1. I READ ALL THE ANSWER CHOICES.
2. I THINK AND CHOOSE THE COMPOUND WORD (TWO WORDS MAKE ONE WORD).
3. I MARK THE COMPOUND WORD ANSWER CAREFULLY, QUICK, DARK, AND INSIDE THE LINE.

Wow! You know how to take a compound word test! You are a good test taker!

Is it OK to choose the best guess when you don't know some of the words? (Discuss how you look for words you know, etc.)

YES.

Great! What do you do if you forget what the teacher said?

I RAISE MY HAND.

If you don't understand what the teacher tells you, what do you do?

I RAISE MY HAND AND I SAY, "I DO NOT UNDERSTAND."

Sometimes you might lose your place. When you lose your place, what do you do?

I RAISE MY HAND.

You are right! Now, you know what to do when you need help. Sometimes, you can't read every word in the compound word answer choices. Then you look for the words you do know! Ask the question, "Is this word made of two little words? Is it a compound word?" When you look at words you know, what question do you ask?

IS THIS WORD MADE OF TWO LITTLE WORDS? IS IT A COMPOUND WORD?

You're right! If it is not made of two little words, it is not a compound word. Then you see if you can find one little word in a big word you don't know and then guess. What do you do if the word you know is not a compound word? (ER)

I SEE IF I CAN FIND ONE LITTLE WORD IN A BIG WORD I DON'T KNOW.

Right! Then what do you do?

I GUESS (WHAT WORD IS THE COMPOUND WORD?).

Is it OK to guess?

YES.

Exactly right! If you have tried everything else, then you should guess.

I think you all did a super job today! You are good test takers. Thank you for working so hard. I'll see you next _____________.

LESSON III: CONTRACTIONS TEST
PRESENTATION

Review: Lessons II and III.

Everybody has been doing a terrific job learning how to take tests. I can tell you're all going to learn how to be super test takers.. Now, I want you to work as hard today as you did for me last time. Do you think you can do that?

YES.

Good! Today we're going to go over some of the things we talked about before, and then I'm going to show you a new kind of test.

Good! Now turn to page 2 in your workbook and let's see if you remember how to take them. Look at number 6 in your workbook. This is a vocabulary test, so it's going to ask you the meaning of a . . . ?

WORD.

Good! It's going to ask you the meaning of a word. Now remember to listen to me, and to listen for the key word in the sentence. What do you do if you don't understand me, or if you get lost?

I RAISE MY HAND.

Good! You raise your hand. Now, listen. The sentence is: "Something that you can wear is a ...." What is the key word, idea? (Teacher may need to provide the response, "THE KEY WORD is WEAR".) Read the answer choices silently as I read them, "hat, rat, mat".

HAT, RAT, MAT.

Good! Now, everybody, choose the best answer. (Wait) What is the best answer? (Observe the process. Teacher may need to review from Chart A the process: 1. Read all the answer choices. 2. Think and choose the best answer. Find the answer that tells about the key word, idea. 3. Mark the best answer carefully, quick, dark, and inside the line.) Everyone, point to the best answer. (Check.) Mark the answer carefully. (Pause.) Tell me the answer.

HAT.

Right! Something that you can wear is a hat. If you don't know some of the words you read **all the words you know.** What do you do if you do not know some of the words? (Teacher may need to review: "You look at word(s) you know. The word may be the answer. If it is not, you choose a word you don't know.")

I CHOOSE MY BEST GUESS AFTER I READ ALL THE WORDS I KNOW.

Right! If you're not sure of the answer, you should choose your **best guess.** You might get it right! (Really reinforce this!)

Turn to page 3 in your workbook. This is a **compound word test.** Point **to number 5.** You will choose the compound word; it has two words in it. **Choose the best answer.** (Refer to the Chart A to remind students about the process.) Pause. Everyone, **what is the best answer,** the compound word?

DOORMAT.

You're right! Doormat is made up of two little words, "door" and "mat". **Mark the best answer carefully.** (Observe to see if students mark **quick, dark,** and **inside the line.**) Did you mark the best answer carefully? (Do not allow any marks outside the answer bubble.)

YES.

How do you mark the best answer carefully?

QUICK, DARK, AND INSIDE THE LINE.

Last time you learned what to do if you can't read all the words in the answer choices. **First you read the words you know.** What do you do first?

I READ THE WORDS I KNOW.

Then you **ask yourself a question,** "Is this word made of two little words"? (**"Is it a compound word?"**) What question do you ask yourself? (Prompt.)

IS THIS A COMPOUND WORD?

Right you are! Now, if it is **not** a compound word **you look at the other words.** You try to see if you **can find any little words inside a word you do not know.** When you look at a word you don't know, what do you look for?

I LOOK FOR LITTLE WORDS INSIDE OF THE WORD.

Remedial:
Look at the word "doormat" in your workbook. You might not know how to read that word. Then you try to find little words inside the word. Look at "doormat". You may see "mat" or you may see "door". If you can find a little word then it might be the best guess. You know "jump". You don't know "running". Look at "running". Do you see any little words?

YES.

What is it?

RUN.

Now you have two words to choose from. What are they?

DOORMAT AND RUNNING.

Look at /D/ /O/ /O/ /R/ (spell out). Does that look like a little word?

YES.

Look at /N/ /I/ /N/ /G/ (spell out). Does that look like a little word?

NO.

Then which word is your best guess?

DOORMAT.

That would be the best answer. It would be right!

Now everyone, tell me. If you can't read some of the words, what do you do? (Do not accept, "raise my hand".)

I CHOOSE MY BEST GUESS.
I LOOK FOR LITTLE WORDS IN THE BIG WORDS.

You're sure working hard. That is good thinking. Then you should guess and go on to the next one.

All of you did really well on those tests. You are now ready to learn how to take a new kind of test. This test is called a contractions test. What is this test called?

CONTRACTIONS TEST.

Remedial:
That is a hard word. Let's work on saying it. (Prompt and move through rapidly.) Listen, /tions/ - say it.

TIONS.

Great! Now, say /trac/ - /tions/. Listen, /trac/ - /tions/, say it fast. (Teacher may use hand signal.)

TRACTIONS.

Excellent! Tractions. Now say /con/ - /tractions/. Listen, /con/ - /tractions/, say it fast .....

CONTRACTIONS.

Right! What is this test called?

CONTRACTIONS TEST.

You said it the right way. Point to **SAMPLE B, page 3.** (Use Chart II, 3, as model.) Good! **A contractions test asks you a short way of saying two words.** "I'm" is a short way of saying I am. What is a short way of saying "I am"?

I'M.

"I'm" is right.

Look at this contractions test. (SAMPLE B.) Read the words with me. (I've   I'm   I'll.)

Listen, Which word means "I am"? "I am a good test taker." "I am." **Choose the best answer.** What do you do first? (May need Chart A.) (ER) (Allow time for students to do each step.)

1. I **READ** ALL THE ANSWER CHOICES. (Teacher reads orally with students: I've, I'm, I'll.)

You remembered right! Now, what do you do? (ER)

2. I **THINK** and **CHOOSE** THE BEST ANSWER. (Thinks and chooses.)

When you know the best answer, what do you do? (ER)

3. I **MARK THE BEST ANSWER** CAREFULLY, **QUICK, DARK, AND INSIDE THE** LINE. (Marks under.)

Go ahead and mark your answer.

Everyone, what answer did you mark? Point to it. (Teacher may need to help, i.e., suggest students look for a word with same letters, with /m/ - I a/m/. Discuss. Maintain pacing.)

I'M.

Remedial:
Great! You know how to listen. You know how to choose the best answer, a contraction. When you listen to the teacher, you listen for the two words. Then you ask yourself, "What is a short way of saying these two words?" The teacher says the two words. The teacher uses the two words in a sentence. The teacher says the two words. What do you listen for?

THE TWO WORDS.

(Teacher may need to repeat this step.) What question do you ask yourself? (Prompt!)

WHAT IS A SHORT WAY OF SAYING THE TWO WORDS?

Now you are ready! Put your finger by number 8 (under Sample B). (Reinforce following directions: e.g., "Julius, I liked the way you are pointing".) Listen! Which word means "We are". "We are working hard." "We are."

Remedial:
Now, what are the two words? (Prompt!)

WE ARE.

Right! What is a short way of saying the two words?

WE'RE.

We're is right. Next, you choose the best answer. How do you choose the best answer? (Review.) Point to the best answer. (Check.)

Mark the best answer. (Check.) Excellent! All of you got it right!

Point to number 9. (May need to read the words orally with students.) Listen! Which word means "We will"? "We will win." "We will."

What is a short way of saying, "We will"? Choose the best answer. (Reinforce students as they go through the three steps. They may refer to Chart A.) Everyone, show me the contraction, the short way of

saying, "we will". (Prompt if needed: Note the ending sound for wi/ll/. Note letters that spell that sound. Ask, "What word has 'll' letters?")

WE'LL.

Good thinking. Mark your best answer. (Teacher check.) Correct if you need to. What do you do when you don't know the answer? (Prompt and guide.)

I LISTEN TO THE ENDING SOUND.
I LOOK AT ALL THE CHOICES.
I FIND A SHORT WAY WITH THAT SOUND.

Remedial:
GUESS.

Yes, you could guess. Is there anything you can do **before you guess?**

?????? (Prompt if needed.)

Remedial:
You can **listen for the last sound. Listen!** "We will." What is the last sound?

/LL/.

Right. What letters spell that sound?

LL.

Right again! Now, to **choose the best answer, look for a word with an "L" at the end - the last letter.** This would be your **best** guess. Mark your best guess. (Teacher provides feedback as needed. Reinforce right answer marked.)

Point to number 10. Listen! Which one means "they have"? "They have gone to school." "They have".

Remedial:
What is the **last sound?**

/V/. (A voiced sound -- you make /f/ the same way, only it is unvoiced.)

/V/ is right. What letter makes that sound?

"V".

Now, **choose the best answer.** (May use Chart A.) (Pause.) What is the best answer? Point to it.

THEY'VE.

Then "they've" is the contraction, a short way of saying two words. Mark the best answer carefully. Proof and correct (if necessary).

See how easy it is to make a best guess if you don't know the answer. You learned quickly! I'm really proud of you.

What do you do if you still don't know the best answer?

GUESS.

Good! Remember, no matter what, on this kind of test you can always guess. Just make sure you have tried to make a best guess first.

Point to number "11". Listen! Which word means "She will"? " She will make cookies." "She will." (Observe and reinforce desired behavior as students determine best answer, or best guess. Encourage them to listen for the last sound. Then guide them to match a letter to that sound.)

Remedial:

Listen! "She will." Say "She will."

SHE WILL.

Good! What is the last sound?

/LL/.

Great! What letters make that sound?

LL.

You're right! Now look at the words by number 11. Point to the one that has "L" at the end. (Students point to "she'll.") Look at the other two choices. Now, choose the best answer, the short way to say "she will". Mark the best answer. Great!

What word was the best answer?

SHE'LL.

Excellent! Remember, if you do not know the answer, you make a best guess. If you are still not sure, what do you do?

GUESS.

Right! If you are not sure, you guess. You can take a contractions test now.

You know how to take three kinds of tests now.

If you forget what the teacher said, what do you do?

I RAISE MY HAND.

You're right. When you lose your place, what do you do?

I RAISE MY HAND.

You know how to get help! Great!

You are going to review what you did on a compound word test. You learned that a compound word is made from two little words. What is a compound word made from?

TWO LITTLE WORDS.

Remedial:
When you take a compound word test, you find a compound word. If you do not know the words, what do you look for?

I LOOK FOR ONE LITTLE WORD INSIDE A BIG WORD.

Then what do you do?

I LOOK AT THE OTHER PART OF THE BIG WORD.

Great! What do you ask about that part? (Discuss. Maintain pacing.)

IS IT A WORD?

You'll be a good "guesser". If it is a word, then the word is made from two words. It is a ... (Prompt.)

COMPOUND WORD.

Wow! You are really smart! What do you do if you still don't know the answer, the compound word?

GUESS.

You are absolutely right! If you still can't find the answer, you guess.

The last thing we did today was take a contractions test. First, you listen to the teacher say two words and use them in a sentence. Then you ask yourself, "What is the short way to say the two words?" What do you ask yourself?

WHAT IS THE SHORT WAY TO SAY THE TWO WORDS?

If you don't know, what do you think of? (Prompt if needed.)

THE LAST SOUND.
Right! If you can't find that, what do you do?

GUESS.

Good! If you still can't find the answer, you guess.

I can tell you're are all working hard! You are good test takers. Thanks for working so hard! I'll see you again next __________.

LESSON IV: WORD ANALYSIS PRESENTATION

Review: Lesson II, III, and IV

Hello! How are you today? We're going to practice test-taking skills. You have learned how to take three tests: Vocabulary, Compound Word, and Contractions. Today, you will learn to take a new test, Endings. What new test will you learn to take?

ENDINGS.

You remember that a vocabulary test asks you the meaning of a word. What does a vocabulary test do?

IT ASKS THE MEANING OF A WORD.

When you take a vocabulary test, you listen to the teacher and you listen for the key word, idea. What do you do when you take a vocabulary test? (Teacher may say the response with students.)

I LISTEN TO THE TEACHER AND I LISTEN FOR THE KEY WORD, IDEA.

Then you choose the best answer. How do you choose the best answer (Chart A)? (Everyone responds with teacher.)

1. I READ ALL THE ANSWER CHOICES.
2. I THINK AND CHOOSE THE BEST ANSWER.
3. I MARK THE BEST ANSWER.

What do you do if you get lost, or don't understand the teacher?

I RAISE MY HAND.

Great! You really have remembered! (Pass out workbooks.) Now open your workbook to page 2. You will take a vocabulary test. Point to number 7. Listen! "An animal that barks is a ....." Listen as I read the answer choices. Read them in your workbook. "Cat, frog, dog." Mark the bubble next to the best answer. (Pause.) Look at me. What is the best answer?

DOG.

Exactly right!

Listen! Point to number 8. A tool used in a baseball game is a ....." Mat, rat, bat." (Observe to see if students read in book.) (Pause.) Mark next to your best answer. (Wait 10 seconds.) (Check to make sure students marked bat.)

Listen! Point to number 9. "A part of the body is the .....Nice, nose, pan." (Pause.) Mark next to your best answer. (Wait 10 seconds.) (Check for correct answer "Nose.")

Remedial and reinforcement ideas:
Now proof and correct. May use model (Chart I,6). (Provide feedback for following steps for choosing best answer: "Good reading all the answer choices, ______." "Good thinking before you choose the best answer, ______." "I like the way _______ marked the answer quick, dark, and inside the line." "____, I'm glad you remembered to raise your hand when you didn't understand!" Try to provide positive feedback to each student during this time!)

If you made a mistake, correct it. When you have corrected your work, lay your pencil down. ("Good telling me you are ready, _____. I like the way you laid your pencil down when you finished!")

Great! You are really doing well! Point to number 10. Listen! "One kind of animal has feathers. It is ..... Bird, worms, squirrels." (Pause.) Mar your best answer. (Wait 10 seconds.) (Teacher assists as needed.)

You are right! Turn to page 3. This is a compound word test. When you tak a compound word test, you look for a big word that is made from two little words. What do you look for in a compound word test? (Prompt as needed.)

A BIG WORD THAT IS MADE FROM TWO LITTLE WORDS.

Right! Point to number 6. One of these words is made from two words (Teacher reads, "cackled, redbird, bells".) Read all the choices. Think and choose the best answer. Mark under the best answer, the compound word. Tell me your answer.

REDBIRD. (SOMEONE MAY SAY: BELLS)

Remedial:
We don't agree. Some of you may not know the first word. Is it a word made from two words? What are they?

(Students may respond LED). When you say the word "cackled", you do not hear two words that make the big word. So it is not made from two words. Is it a compound word?

NO.

Look at the next word. Is redbird made from two words?

YES.

What are they?

RED AND BIRD.

Is redbird a compound word?

YES.

That leaves the last word. Can you read it?

YES - BELLS. (or NO)

What is the compound word?

REDBIRD.

Right! (Pause.)

What do you do when you can't read all the words?

I FIRST READ THE WORDS I KNOW OR LOOK FOR LITTLE WORDS IN THE BIG WORD. THEN I FIND A WORD THAT IS MADE FROM TWO WORDS. IF I DON'T KNOW THE WORDS, I GUESS!

Great! You know what to do if you can't read the words.

Point to number 7. Find the compound word. Mark under it. (Pause) Point to the compound word. You're right! It is bedtime. Read it!

BEDTIME.

Remedial:
Do you hear two words?

YES.

What are they?

BED TIME.

You can take a compound word test! Good for you!

Now, stay on page 3. Point to number 12 (after Sample B). This is a contraction test. To do a contraction test, you look for a short way to say two words. Listen! Mark under the short way to say "It is." "It is raining outside." "It is." (Pause. If a student can't read the answer choices, assist with remedial.)

Remedial:
Say, "It is."

IT IS.

What is the last sound in these words?

/S/.

Good listening. What letter may spell this sound?

/S/. (If student says "c," ask for another letter that spells the /s/ sound.)

Keep this in mind as you read all the answer choices. Point to the one with the last letter "s". (Students point to it's.) What is the best answer?

IT'S.

Right! Can you read all the answer choices?

NO.

How did you choose your answer?

I MADE A BEST GUESS.

Excellent! You were right, too. Mark under your best guess carefully. (Pause) See how easy it is to make a best guess when you know how to listen and think.

Point to number 13. Listen! Mark under the short way to say, "You have." "You have learned how to take tests." "You have." Think and choose the best answer. Mark under the best answer. (Pause.) Show me the best answer. (Check and prompt as necessary.)

Remedial:
Did anyone guess?

YES.

What did you do?

I LISTENED FOR THE LAST SOUND. IT WAS /V/. (The letter "v" was the last letter.) I FOUND A WORD WITH "VE" AT THE END. THAT WAS MY BEST GUESS.

You are really thinking! Excellent!

What do you do if you can't find the answer?

I GUESS.

Good! You are ready to try a new kind of test. This test is called "endings". What is this test called?

ENDINGS.

In an endings test you listen to the word I say. You listen for the last sound(s). Then you find the word that ends with the last sound(s). Listen! Look at the Sample C in your workbook. You see three words in the row. These words look alike. But they are different! They have different endings. How are these words different?

THEY HAVE DIFFERENT ENDINGS.

Remedial:
Look at my chart (Chart II,3). I will circle the endings. (Teacher circles endings to make sure students understand the concept, "endings". Are the endings different?

YES.

Listen as I say one of these words. I will use it in a sentence. "Jumping." She was jumping rope. "Jumping."

Remedial:
Hold hand out and say "jump-ing", moving hand signal with each syllable. Now hold hand out and say "jumps". Ask, "Do they end the same?"

NO.

Listen and watch the hand signal, "jump-ing" - "jumped". Do they end the same?

NO.

Listen and watch the hand signal, "jump-ing" - "jump-ing". Do they end the same?

YES.

Mark under jumping. It is the best answer.

Now, you mark the best answer in Sample C. (Note: The answer bubble under the best answer is marked. Teacher checks to make sure correct answer, jumping, is marked.)

Good!

Now point to number 14. Mark the best answer: "wants". "He wants a basketball." "Wants." Think and choose the best answer.

Mark the best answer carefully, quick, dark, and inside the line. (Prompt when necessary. Check for correct marking.)

Remedial:
Listen to the last sound(s) in the word. Think of the letters that spell that (those) sound(s). Find an answer with that (those) letter(s).

Point to number 15. Mark the best answer. Listen! "Sadder". "Bill was sadder than Sam". "Sadder." Mark the best answer carefully. (Check for correct answer, sadder. Prompt as needed.)

Exactly right! You are listening to the endings carefully! I'm proud of you.

Extra review:
When you do an endings test, you listen to the last sound(s) of the word. What do you listen to?

I LISTEN TO THE LAST SOUNDS.

Then you think of the letters for that sound. What do you think of?

I THINK OF THE LETTERS FOR THAT SOUND.

Next, you find an answer choice that matches. What do you do next?

I FIND THE ANSWER CHOICE THAT MATCHES.

Excellent! What do you do if you can't find an answer choice with the last sound? (Prompt if necessary.)

I GUESS.

You are right!

When you are doing an endings test you listen for the last sound(s). **Another name for last sound(s) is endings.** What is another name for last sounds?

ENDINGS.

Good! If you can find the last sound(s) and get that right, you can choose the best answer.

Point to number 16. Mark under "played." "He played with his dog." "Played."

Mark the best answer carefully. (Provide individual feedback and prompt as checking for correct answers.) Excellent! You can take an endings test.

Now, you will learn how to take another kind of test, a letter-sound test. What kind of test?

A LETTER-SOUND TEST.

Turn to page 4 in your workbook. Look at Sample D (Chart IV,30). You see four words. the first word is "bat". What is the first word?

BAT.

The letter "b" has a line under it. What letter has a line under it?

"B".

Think of the sound for the letter "b" in bat. Look at the other three words in the row. Read each word with me, "boy", "sit", "made".

BOY SIT MADE.

You mark the answer bubble under the word with the same sound of the letter "b" in bat. (Pause.) Point to and read your best answer.

BOY

Excellent! Now point to number 17. Mark under the best answer. (Prompt and check for correct answer, "date".)

Remedial:
The first word is "lake". The letter "a" in lake has a line under it. Think of the sound of the letter "a" in lake. Look at the other three words in the row. Which word has the same /a/ (sound) as the letter "a" in lake? Read the words with me. "Mat" "like" "date".

MAT LIKE DATE.

Think "lake" - "mat". Is the /a/ the same?

NO

Think "lake" - "like". Is the /a/ the same?

NO

Think "lake" - "date". Is the /a/ the same?

YES.

Fantastic! Mark the best answer. (Pause - reinforce careful marking.)

Look at number 18 in your workbook. Mark the correct answer. (Prompt. Check.)

Remedial:
1. **See, the "sh" is underlined.**
2. **Think of the /sh/ sound in dish.**
3. **Read the other three words.**

(Some may not be able to. If not, read with them.) The other three words are "chop", "shop", "did". The first thing to look at is the underlined letters. What letters are underlined?

"SH".

Good. The underlined letters in dish are "sh". Think of the /sh/ in dish. Now, look at your answer choices. Which word has "sh" in it? Point to it. That's right. You may not be able to read the words but you can make a best guess. Which word is your best guess?

SHOP.

That's right. It is the only word with the letters "sh". You got the answer right. If you can't read the words you look for the letters that are underlined in the answer choices. What do you do when you can't read the words?

I LOOK FOR THE UNDERLINED LETTER(S) IN THE ANSWER CHOICES.

(Illustrate the following by pointing to Chart IV,6.) The underlined letters may be at the end of the word. Where can the underlined letters be?

AT THE END OF THE WORD.

The underlined letters may be at the beginning of the word. Where can the underlined letters be?

AT THE BEGINNING OF THE WORD.

The underlined letters may be in the middle of the word. Where can the underlined letters be?

IN THE MIDDLE OF THE WORD.

Look at the underlined letters "sh" in dish. Where are they - at the beginning of the word?

NO.

At the end of the word?

YES.

Good looking and thinking! Now look at the best answer, shop. Where are the "sh" letters? At the end of the word like dish?

NO.

Good looking carefully. At the beginning of the word?

YES.

Right! You have to remember, the underlined letter(s), sound, can be found at the beginning, in the middle, or at the end of the best answer choice.

AT THE BEGINNING, IN THE MIDDLE, OR AT THE END OF THE WORD.

Good! Point to number 19. Read the first word.

NO.

Good! What letter is underlined?

"O".

Right! Think of the sound for the letter "o" in no. Now read the three answer choices. DO DOG RODE (Teacher reads orally with students.)

Think "no" - "do". Is the $/\bar{o}/$ sound the same?
NO.

Think "no" - "dog". Is the $/\bar{o}/$ (sound) the same?

NO.

Good thinking. Now think "no"- "rode." Is the $/\bar{o}/$ (sound) the same?

YES.

Excellent! Where is the "o" in no?

AT THE END OF THE WORD.

Where is the "o" in rode?

IN THE MIDDLE OF THE WORD.

Good looking! Is the /o/ (sound) in "no" the same as the /o/ in "rode"?

YES.

What is the best answer?

RODE.

Mark under the best answer carefully. (Observe and reinforce careful marking - quick, dark, and inside the line.)

If you could not read "rode" you could guess. You could read "do." It wasn't the answer. You look at "dog." It has a CVC pattern. You know that when a word has a consonant-vowel-consonant pattern the "o" may not have /$\bar{o}$/ as in "no."

So your best guess would be the last word. Sometimes you can read two of the answer choices. If they don't match the underlined sound what is the best guess?

THE WORD I CAN'T READ.

Right. When you are taking a letter sounds test, do not get fooled by "look-a-like" words. Point to number 20. What letters are underlined in /shell/?

"SH".

Right. Look at the answer choices. The word "S" "E" "L" "L" (spell out) looks like the word "S" "H" "E" "L" "L". Remember, do not get fooled by "look-a-like: words. Choose the best answer. What do you do first?

READ ALL THE ANSWER CHOICES.

Let's do it!

WISH CHICK SELL. (Teacher reads along.)

Think of the sound for the letters "SH" in shell. What do you do?

THINK OF THE SOUND FOR THE "SH" LETTERS IN SHELL.

Now, you think "shell" - "wish." Is the /sh/ (sound) the same?

YES.

Great! You remembered that the /sh/ sound can be at the beginning, in the middle, or at the end of the word. Where is the /sh/ in wish?

AT THE END OF THE WORD.

Right! Now you think "shell"- "chick." Is there an /sh/ (sound) in chick?

NO. (I DON'T KNOW!)

Right!

Remedial:

I DON'T KNOW.

This is O.K. You already know "wish" does. Remember that as we try the last answer choice.

Now you think "shell" - "sell". They look alike. Does "sell" have an "sh"?

NO.

Good. What is the best choice?

WISH.

You are right! You were not fooled by look-alike words! Mark under the best answer, carefully. (Pause.) I like the way you remember to lay your pencils down when you are finished! Thank you!

Point to number 21. What letter has a line under it in the first word ride?

"I".

Good looking! Do you see an "i" in the answer choices?

NO.

Think of the sound of "i" in "ride." Choose the best answer. What do you do first?

READ EACH ANSWER CHOICE. I CAN'T READ THE FIRST WORD. THE NEXT IS "BY". I THINK THE LAST WORD IS PLAY.

If you can't read all the words you will make a **best guess**. You know one word "by". Think, "ride" - "by". Do you hear the same /i/ in both words?

YES, BUT "BY" DOESN'T HAVE AN "I".

You're right! The letter "i" is not in "by". But the /i/ is in "by"! What **sound** is in "by"?

THE /Ī/ (sound)

What word has the "i" sound as in like?

BY.

What is the best answer?

BY.

Mark under the best answer. (Pause) Excellent! Remember, some sounds can be spelled with different letters. You think of the sound of the letter that has a line under it. What do you do?

I THINK OF THE SOUND OF THE LETTER THAT HAS A LINE UNDER IT.

Then you find that sound in one of the answer choices. What do you do next?

I FIND THAT SOUND IN ONE OF THE ANSWER CHOICES.

That sound can be at the beginning, in the middle, or at the end of the best answer word. Where can that sound be?

AT THE BEGINNING, IN THE MIDDLE, OR AT THE END OF THE BEST ANSWER WORD.

The sound with a line under it can be spelled with the same or with different letters. How can the sound be spelled?

THE SOUND CAN BE SPELLED WITH THE SAME OR WITH DIFFERENT LETTERS.

You have learned how to take a letter-sounds test. Today, you worked extra hard! You know how to take five kinds of tests! How many kinds of tests do you know how to take? (May need to prompt.)

FIVE KINDS OF TESTS.

WOW! You are going to do good on that big test. You are good learners! I'll see you ______________.

LESSON V: WORD READING TEST PRESENTATION

Review: Lessons II, III, and IV.

Pacing with the Word Study Skill will vary. Teacher may decide to just point out guess strategy after each subtest instead of checking each answer. Specific individual needs may be provided to avoid unnecessary group discussion.

Let's start.

Today, you will take a Word Study Skills by yourself, just like you do on the Big Test. Open your workbooks to page 5. This is a compound word test. Let's look at the directions together (Chart V,36). Look at Sample A in the box at the top of the left-hand column. You see the words "bookstore", "things", and "surprise". Find the word that has two words in it. That word is a compound word. It is the best answer. Mark it carefully. (Pause) Did you mark the answer bubble under "bookstore"?

YES.

Then what is the best answer? (Students need to understand what a best answer is. They need to understand why it is **important to look at all** the answer choices to choose the best answer. This should be pointed out throughout the following lessons.)

BOOKSTORE.

Yes! You are right! The first word "bookstore" is the best answer.

Remedial:

What are the two words that are in "bookstore"? (Prompt if necessary.)

"BOOK" AND "STORE".

Good!

Point to the "stop sign" after number 4. This means "stop and go over your answers". What does the "stop sign" mean?

STOP AND GO OVER MY ANSWERS.

Right! When you **go over your answers**, you check to see if you have the best answer.

Then you check, "Did I mark the answer carefully, **quick**, **dark**, and **inside** the line?" How do you check your answer?

DID I MARK MY ANSWER QUICK, DARK, AND INSIDE THE LINE?

Good! Now do all the words in the first box on **your own**. In each row, find the word that's made up of two smaller words. Then mark the answer bubble below it. When you get to the stop sign, after number 4, go back over your answers, then wait before going on. Now, move to row 1. Pick your pencils up and begin working. Ready. Go.

(After approximately 1 minute, say:) Stop! and put your pencils down. Now look at Sample B in the box. The words "I've, I'm, and I'll" are short ways of saying two words. The short-way has the same meaning as the two words it comes from. I will say two words and use them in a sentence. Find the short-way that says the same thing. That is the best answer, mark it carefully. Listen. Which word means "I will"?

"I will work hard." I will. Mark the answer bubble below the word that means "I will". (Pause) Show me the best answer?

I'LL.

Yes, that's correct. Do you have any questions? (Answer questions.)

Now look at row 5. Listen as I read the words and sentences to you. Mark the answer bubble below the word that has the same meaning as the words I read. (Read carefully each question number and question. Wait 10 seconds, or less, between each question.)

Question #5. Which word means **we are**? **We are** working hard. **We are.**

Question #6. Which word means **we would**? **We would** like to win. **We would.**

Question #7. Which word means **they have**? **They have** a good team. **They have.** (After reading #7, wait 10 seconds. Then say:) Now go to the top of the next column. (Demonstrate.)

Question #8. Which word means **she is**? **She is** a hard worker. **She is.** (Wait 10 seconds after reading question #8, then say:) Stop! and put down your pencils. (Go back and correct with students. Work on strategy as needed. Point out guess strategy - "Listen for ending sound. Find ending letter(s) that makes that sound.")

Now, look at sample C in the box. Look at the three words "jumps", "jumped", and "jumping". These words look alike, but they each have a different ending. I will say one of the words and then use it in a sentence. You find the word and mark the answer bubble below it. Listen carefully. Mark the answer bubble below **jumps**. The dog **jumps, jumps.** - - - - - (Wait)

(Check and prompt as needed.)

Yes, you're correct. Do you have any questions? (Answer questions and check to see that all students have marked the answer bubble correctly.) Now, go to row 9. Listen to me carefully as I read each question. (Read carefully each question number and question. Wait approximately 10 seconds, or less, after each question.)

Question #9. Mark below **wants**. The kitten **wants** to play.
Wants.

Question #10. Mark below **sadder**. Roger was **sadder** than Ralph.
Sadder.

Question #11. Mark below **played**. She **played** with her dog.
Played.

Question #12. Mark below **calling**. Pam was **calling** her.
Calling.

(Wait 10 seconds after reading question 12, then say:) Stop and put your pencils down. (Wait) (Go back and check. Work on strategies as needed. Review guess strategy, "Listen for the ending sound. Find a word with that ending sound (those ending sounds).")

Turn your workbooks over so **page 6** is showing (Chart V,37).

Look at sample D at the top of the page. There are four words in a row. The first word in the row is "bat". The letter "b" has a line under it in the word "bat". Think of the sound the letter "b" has in the word "bat". Now look at the other three words in the row. Which of the three words have the same /b/ sound in it as the letter "b" in "bat"? Mark the answer bubble for the word. (Wait.) Which word did you mark?

BOY.

Super! That's correct. (Prompt if needed: You should have marked the answer bubble below the first word, "boy", because "boy" has the same /b/ sound as the /b/ sound in the word "bat".) Do you have any questions? (Answer any questions and check to see that students have marked the answer bubble correctly.)

You now will do all the questions on this page until you come to the stop sign. First, look at the first word in each row. Say the word quietly to yourself and listen for the sound that the underlined letter or letters make in that word. Then quietly say the other three words in the row to yourself. Find the word that has the same sound in it as the underlined letter or letters in the first word. Mark the answer bubble below that word. Continue working until you come to the **stop sign**. If you finish early, check your work on this page. Do you understand what to do? (Answer any questions.)

Now go to row 13 underneath Sample D and begin working. (Allow everyone to answer all questions.) Stop! Put down your pencils. You all did a **super job**!

Remedial:

Now let's see if you remembered all the test-taking rules for these tests. Let's go back to the compound word test. What does a compound word ask you to do? (Have students look at test, p. 5, to remember. Prompt.)

FIND A BIG WORD MADE OF TWO LITTLE WORDS.

Good! You look for the big word made of two little words. And what do you do first if you can't read every word? (Elicit answers.) (Prompt.)

LOOK FOR WORDS I KNOW.

Right! Look for words you do know and see if one is made of two little words. And if you can't read any words, what do you do? (Prompt.)

LOOK FOR ONE LITTLE WORD. LOOK FOR LITTLE WORDS IN BIG WORDS.

Good! See if you can find one little word. And if you can't find one little word, what do you do? (Help student to understand that they do the above before they guess.)

GUESS.

Good! If you've tried everything else, you guess.

Remedial:

Now let's go over the contractions test. (Look at test on page 5.) What does a contractions test ask you?

A SHORT WAY OF SAYING TWO WORDS.

Good! And what should you do if you don't know which word is correct?

LISTEN FOR THE LAST SOUND.

Right! See if you can find a word with the same last sound. And if you can't find that, guess.

Now, what do you do in an endings test? (Look at test on page 5.)

LISTEN FOR THE LAST SOUND.

Good! Listen for the last sound.

Remedial:

Last, we took a letter sounds test. (Look at test on page 6.) Who can tell me how you do that? (Call on individual students and give feedback.)

It's very important that you pay attention to the letters that are **underlined.** What do you do if you can't read all the words?

TRY THE WORDS YOU DO KNOW.

Good! And what if you can't read any words?

MATCH THE LETTERS.

Good! You match the letters. Well, you all did a great job on Word Study Skills.

Now I'm going to show you how to take a new test, a word reading test. In a word reading rest, you look at a picture and mark under the word that describes the picture. Open your workbooks to page 7. Point to the first picture.

Good! The first thing is to look at the picture. (Pause.) Now look at row "A". Read the words (Teacher reads the words orally.) Think! Which word tells about the picture? (Prompt as needed.)

KITE.

Good! "Kite" tells about the picture. So choose "kite" for the best answer. Mark under "kite", carefully. (Reinforce quick, dark, and inside the line.) Now look at the word next to the word "kite". Does anyone know what that word is?

BIKE.

Right! The word is "bike". And that word is a **tricky answer.** A **tricky answer** is a word that looks like the right word but isn't. What word does "bike" look like?

KITE.

You are thinking good! That's right! "Bike" looks like "kite". Remember, **don't be fooled by tricky answers.** Make sure you read all the answers carefully. Now let's do the next one. Look at row B. **Read** the words. Think! Which word tells about the picture?

TREE.

Good reading and thinking! Now **choose** the best answer. What is the best answer? (Prompt as necessary.)

TREE.

Right! "Tree" is the best answer. Mark under "tree" carefully. (Reinforce.) If you can't read the words, what do you do? (Prompt.)

READ THE WORD I KNOW.
GUESS.

Exactly right! If you **can't read** the words, you should **read the word(s) you know**. It might be the right answer. If not, you **guess**.

Remedial:

When you take a "word reading" test, what do you do first? (Prompt.)

LOOK AT THE PICTURE.

You read the answer choices. Then what do you think of? (Prompt. Guide students with questions.)

I THINK OF THE ANSWER CHOICES. I LOOK AT THE PICTURE. I CHOOSE THE ANSWER CHOICE THAT TELLS ABOUT THE PICTURE.

Now, read the words in row B. Which word tells about the picture?

TREE.

Right! You did not get tricked. What is the **tricky word**? (Prompt as needed.)

THREE.

Good! You did **not** get fooled!

Read every word carefully. What do you do if you can't read the words?

READ THE WORD(S) I CAN. IF IT IS NOT THE ANSWER, I GUESS.

Right!

Remedial:

First, read each word that you know. Think! Does this word tell about the picture? If it does, you choose the best answer. If you can't read the words, guess a word that **looks right**. Now, everybody, do row C. (Wait.) Which word did you mark?

LOST.

(Elicit answers and provide feedback for good use of strategies.)

Everyone, do row C. (Pause. Check. Prompt with remedial if necessary.)

Well, you sure did a lot of work today! We did a compound word test, a contractions test, an endings test, a letter sounds test, and a word reading test. You're all becoming terrific test takers! I'll see you again ______.

LESSON VI: READING COMPREHENSION

Review: Lessons II, III, IV, and VI.

Today we're going to go over the word reading test again, and then I'm going to show you how to take the last kind of test. Everybody, open your work book to page 7. Let's do the first three rows together. (Chart V,39)

Everybody, look at the picture of a boy.

Now look at row 1. Look at all the words and mark under the word that goes with the picture. (Wait.) What word did you pick? (Guide as needed.)

CAP

Good! "Cap" is the word that goes with the picture.

Remedial:

Does cap go with the picture?

YES, BOY HAS A CAP ON HIS HEAD.

Does cup go with the picture?

NO.

Does off go with the picture?

NO.

Then, cap is the best answer.

Remember, don't be fooled by a tricky answer like "cup". Look carefully at all the words. Now what should you do if you can't read all the words? (Prompt.)

(Elicit answers.)

Remedial:

If you can't read all the words, you should see if there are any words you can read. If you see a word you can read, and you think it's the right word, mark under that one. If you find a word that you can read and you don't think it's the right one, mark under one of the other words you think might be the right answer.

Look at row 2. The words in that row are "man", "boy", and "toy". Which word goes with the picture?

BOY

Good! "Boy" goes with the picture. Which word is the tricky answer?

TOY

Right! "Toy" looks like "boy", but it's not. It's a tricky answer.

Remedial:

Now, let's say that the first word, "man", is the only word you can read. Does "man" go with the picture?

NO

No, it doesn't! So, if "man" were the only word you could read, you would know not to pick that one, so you should guess one of the other two, and you can still get it right!

Now, do row 3. (Pause. Check and prompt if necessary.)

Do the same for the last picture and words on page 7. First, look at the picture, then read all the answer choices in each row below the picture. Mark the answer bubble below the one word in each row that describes the picture. Do you understand? (Answer any questions.)

Keep working until you come to the STOP sign at the bottom of the page. If you finish early, go back and check your work on this page. What do you do if you finish early?

CHECK MY WORK ON THIS PAGE.

Right! Are there any questions? (Answer any questions.) Ready. Begin working. Go.

When all have finished, say: Stop! Put your pencil down. (Go over answers and provide positive feedback for strategy use.) Close your booklet so that your name is on top.

Now I'm going to show you how to take the last kind of test, the reading comprehension test. In the reading comprehension test, you mark a word that finishes a sentence. Turn to page 8 in your workbook. Look at the picture at the top of the page. (Chart VI,43)

(Students may not know what a sentence is. Teacher may use story in place of sentence.)

Now read the sentence with me. "Bill wrote a letter. He has a ..... pencil, book, box, can." Which word finishes the sentence? (May need to assist with "finish sentence" concept, e.g., "makes the sentence sound right," "makes the sentence tell about the picture.")

PENCIL

Good! **Pencil** finishes the sentence and **makes the sentence tell about the picture.** You mark under the word "pencil". Now look at sentence B. Read it with me. "The letter will be sent to his .... grandmother, dog, cat, play." Which word is correct? (Note: Choose the **best answer.**)

GRANDMOTHER

Right! **Grandmother** is correct, so you mark under **grandmother**. Now, let's say you can't read the word "grandmother", but you can read the words "dog", "cat", and "play". Who can tell me what to do?

(Call on an individual and elicit answers.)

Good! Look at the words you can read and see if any of them are right. Let's look: "Dog". Does Bill write to a dog?

NO (HE COULD.)

No, he doesn't. Does he write to a cat?

NO (HE COULD.)

No, he doesn't. Does he write to a play?

NO

Good! (If student thinks he could write to a dog or a cat, suggest that is pretending. You don't do that on these tests.)

Then, **grandmother** is the best answer.

Now look at the picture in the left column. What do you do first?

LOOK AT THE PICTURE.

Now, read the story under the picture with me.

TED HAS A NEW JOB. HE GOES TO THE STORE FOR HIS . . .

Good. You are ready to choose the word that **makes the sentence sound right** and **tells about the picture. Read all** the answer choices with me.

CAR BOOKS MOM SON

Remedial:

Now, you think, "He goes to the store for his car." Does that fit the picture?

NO.

Think, "He goes to the store for his books." Does that fit the picture? (If students say YES, have them look at picture. Note groceries in bags.)

NO.

Think, "He goes to the store for his mom." Does that fit the picture?

IT COULD.

Good! Think, "He goes to the store for his son." Does that fit? Do you think this boy has a son?

NO.

So, does that fit the picture?

NO.

Now, you choose the best answer. Point to it. (Students point to mom.) Great! Now, mark your answer carefully. (Check and reinforce.) Everyone did it the right way.

Read the next part of the story with me.

THEN HE PUTS THE THINGS IN A . . . .

Read the answer choices.

BIG BAG CAN BOY

Mark the best answer. Ready. Go.

Remedial:

Now, **think**, "Then he puts the things in a **big**." Does that fit the picture?

NO.

Good thinking! **Think**, "Then he put the things in a **bag**." Does that fit the picture?

YES.

Right! You really are thinking! **Think**, "Then he puts the things in a can." Does that **fit the picture**?

NO.

You're smart! Great! **Think**, "Then he puts the things in a boy." Does that fit the picture?

NO.

That's right! **Point** to the best answer. (Check) Good pointing. Good finding the right picture. Now, **mark** the best answer **carefully**. (Students mark under **bag**.)

Good marking **quick**, **dark**, and **inside the line**.

Read the next part of the story with me.

HE LIKES HIS JOB BECAUSE HE CAN . . . .

What do you do next? (Point out "**Read** all the answer choices.")

READ ALL THE ANSWER CHOICES.

Good remembering! **Read** with me. (#3)

HELP HOP STOP FLY

Remedial:

Now, **think**, "He likes his job because he can **help**." Does that fit the picture?

YES (IT COULD).

Good! **Think**, "He likes his job because he can **hop**."

NO.

You're thinking right! **Think**, "He likes his job because he can stop." Does that fit the picture? (Note he is walking.)

NO.

Good **answering**! **Think**, "He likes his job because he can fly."

NO.

Point to the best answer. (Check.) **Mark** under the best answer carefully. (Students mark under help.) Great! All of you are working hard.

Look at the picture in the right column.

What do you do next?

READ THE FIRST PART OF THE STORY.

Everyone, **read** with me.

DAVE GOT A BIRD. HE MADE A _______ FOR HIS _______.

Good! Now, what do you do?

READ ALL THE ANSWER CHOICES IN ROW 4.

Great! Read with me.

SCHOOLHOUSE FIREMAN BIRDHOUSE BED.

Remedial:

If you can't read the words, you can look for a word that is like a word in the story. What do you do if you can't read the words?

LOOK FOR A WORD THAT IS LIKE A WORD IN THE STORY.

Is there a word that looks like a word in the story?

YES.

Point to it. (Points to birdhouse.) Point to the word in the story. (Points to bird.) What would be your **best guess** if you could **not read** any of the words? Point to it. (Points to birdhouse.) Great! Birdhouse would be your **best guess.** Mark your best guess. Let's see if that is right. **Think,** "He made a **schoolhouse.**" Does that fit the picture?

NO.

Right! **Think,** "He made a **fireman.**" Does that fit the picture?

NO.

Good thinking! **Think,** "He made a **birdhouse.**" Does that fit the picture?

YES.

Neat! You answered right! **Think,** "He made a bed." Does that fit the picture?

NO.

Right! Point to the best answer. (Students point to birdhouse.) Is your **best guess** right?

YES

Mark the best answer carefully. (Check.)

Fantastic! Now, you continue reading the sentence, **"He made a birdhouse for his . . . ."** (Be sure to note how previous sentence continues.)

Everyone, **read all the answer choices** (silently). **Choose the best answer. Point to it.** (Students should point to pet.) **Mark** your best answer carefully.

(Note: If students need the practice, do a guided practice of checking each answer choice.)

Sometimes you need to read a part of a story and choose a best answer. Then you need to read the part of a story plus the best answer and another part of the story to choose another best answer.

Sometimes, you have two questions for one part of a story.

You have really been working hard. You learned how to take a reading comprehension test. You learned how to look at the pictures carefully. I'm really proud of you (add each student's name for personalization).

LESSON VII: READING COMPREHENSION I

REVIEW: LESSONS II, III, IV, V, AND VI

Before we do the next test, let's practice the test you did yesterday.

Remedial: (Do if students need practice. Answer choices are in a different order.)

Turn to page 9 in your workbook (Chart VII,49). Look at the picture at the top of the page.

Good! Now, read the story with me.

"BILL WROTE A LETTER. HE HAS A . . . ."

Read all the answer choices with me.

"PENCIL, BOOK, BOX, CAN."

Great! Think and choose the best answer for the story, "He has a . . ." (Pause.) Now, point to the correct answer. (Check student responses.) Super. The correct answer is "pencil". Now, mark the answer carefully. (Students mark quick, dark, and inside the line.) What is the correct answer?

PENCIL.

You are exactly right! You are ready to do this page. You will have 3 minutes. When you come to the stop sign, go back and check your answers. Ready! Are there any questions? (Answer all questions and provide feedback. Then say: Go!) Observe students and provide remedial help after all students complete task. Answer questions related to directions. Do not read words for students. Remind them to make a guess if they can't read some of the words.)

(After 3 minutes - or sooner if all finish, say . . .) Stop! Close your booklet so that the front cover is on top. Thank you!

Remedial:

Did everyone remember how to take a Reading Comprehension Test? First, I said to read the sentence, then read the words below the sentence and see which one fits the picture. And what did I say to do if you couldn't read all the words? (Elicit answers: Look at the words you can read and see if any of them are correct or incorrect, then guess if you need to.)

(Open booklet to page 9.)

Good! If you can't read all the words, look at the words you can read, and then guess if you need to. Let's look at the first sentence after the example number 1. "Ted has a new job. He goes to the store for his . . . car...books...mom...son." Everybody, tell me the right answer. He goes to the store for his . . .

MOM.

Good! **Think**, "Then he puts the things in a . . . ." Now, what should you do if you couldn't read all the words? What if you could only read "big" and "can?" Does he put the things in a big?

NO

Does he put his things in a can?

NO

No! So you know those two answers are not right. So even if you couldn't read the first two words, you would know that one of them is right. So if you just guessed at one of those two words, you may have gotten it right.

Now, let's say you couldn't read the sentences, but you could read the answer choices. Look at the picture and tell me which word goes with the picture: box...bag...can...big.

BAG

Bag! Good! So you see, there are many things you can do even if you can't read all the words. And what should you do if you can't read **any** of the words?

GUESS

Right! If you're **sure** you can't read any of the words, then you should guess and go on to the next one. Now let's look at number 2. "He likes his job because he can...fly...hop...stop...help. Which one is correct?

HELP.

Good! Help is correct. Now you show me your answers and tell me how you did them. (Go through the other questions, and provide positive feedback for use of appropriate strategies. Avoid giving too much positive feedback for simply "knowing" the answer. Reinforce the test-taking strategies, e.g., "Good marking your best answer dark." "Good reading all the answer choices," etc.)

Now, you will learn to take another kind of comprehension test. Everyone, turn to page 10 in your workbook. You see a story with questions but no picture. I will help you do the first story. What do you do first? 56

READ THE FIRST PART OF THE STORY.

You are exactly right! Read with me.

BILL IS GOING TO SCHOOL. HE SAW HIS PET . . . .

Now, read all the answer choices. You will choose the best answer. Mark it carefully. Go.

The best answer is the one that completes the story. (Be sure students think about the meaning of the story. This may be difficult for some. They may only be able to find words in the story like the answer choices.)

What do you do if you cannot read some of the words? (Prompt as necessary.)

Right! How do you make a best guess? (May need to prompt. Maintain pace.)

I READ THE WORDS I KNOW FIRST. IF NEITHER OF THEM IS THE ANSWER. I CHOOSE A WORD THAT IS LIKE ONE IN THE STORY. I MAY GUESS FROM THE WORDS I DON'T KNOW BECAUSE I KNOW ONE OF THEM IS THE ANSWER. IF I CAN READ THE BEST ANSWER, I MARK IT FOR THE BEST ANSWER.

Remedial (if student cannot explain the strategies for best guess):

You read the words you know first. What do you do first?

I READ THE WORDS I KNOW.

Right! Then you think and choose the best answer. If the answer is not one of the words you know, then you choose one of the words you don't know for the answer. You guess. What do you do if the answer is not one of the words you know?

I GUESS.

What words do you guess from?

THE ONES I DON'T KNOW.

You just told me how to make a best guess.

Here is another way to make a best guess. You read the words you know. Then you think and choose the best answer. Maybe, one of the words you know is the answer. If it is, you mark it carefully. What do you do if one of the words you know is the best answer?

I MARK IT CAREFULLY.

You are right! If you can't read any of the words, check to see if any of the words look like a word in the story. What do you look for if you can't read the words?

I CHECK TO SEE IF ANY OF THE WORDS LOOK LIKE A WORD IN THE STORY.

What would be your best guess?

THE WORD THAT LOOKS LIKE A WORD IN THE STORY.

You are correct! If you just don't know, what do you do?

I GUESS.

Exactly right! You may guess right!

Go back to the story in the left column on page 10. "Bill is going to school. He saw his pet . . . ." Read all the answer choices with me:

DOG BOY FATHER KING.

Good! Think, He saw his pet . . . ." Which word is a name of a pet?

DOG.

Good thinking. Now, choose the correct answer. Point to it. (Students should point to the first word, dog.) Mark your best answer carefully. (Check and give positive reinforcement for quick, dark, and inside the line.) Everyone has the correct answer! Super!

Continue reading the story with me:

BILL SAID, "GO HOME." AS BILL LOOKED, HE SAW HIS PET RUN . . .
DOWN ... HOME ... UP ... OVER.

Think and choose the best answer. Mark the best answer. (Pause.) What word is the best answer?

HOME.

Good, "He saw his pet run home." You did a good job choosing the best answer. You are right. The question comes in the middle of the next sentence (part of the story). Where does the question come? (This is a hard concept. Teacher should read whole sentence with blanks.)

IN THE MIDDLE OF THE NEXT SENTENCE. (PART OF STORY)

Good! Continue reading the story with me:

HE ALSO SAW HIS DAD OPEN THE _______ OF THE CAR.

Read all the answer choices.

DOOR ... TREE ... CAT ... BOX

Think! (Pause.) Choose the best answer. (Pause.) Mark the best answer. (Pause.) Tell me the best answer.

DOOR.

Let's read the sentence (story) together.

HE SAW HIS DAD OPEN THE DOOR OF THE CAR.

You are 100% correct! Fantastic! Did you mark carefully?

YES.

Great! Let's continue to read the story together:

HIS PET JUMPED IN THE CAR FOR A RIDE. BILL SAW HIS FUNNY ______ RIDING WITH DAD.

Read all the answer choices with me.

PIG ... SCHOOL ... MOM ... PET

Now, think! (Pause.) **Choose** the best answer. (Pause.) **Mark** the best answer. (Pause.) (Check.)

PET.

Right!

Where did the question come in this part of the story?

IN THE MIDDLE.

Right!

You will learn to take another kind of comprehension test. Look at the story on page 10, right hand side of the page. First, you see a story. Then you see some questions that come under the story. First, you **read** the story. What do you do first?

READ THE STORY.

Then you read the first question under the story. What do you read next?

READ THE QUESTION UNDER THE STORY.

Read the story with me:

KIM LIKES TO RIDE TO SCHOOL IN THE CAR. ONE DAY THE CAR DID NOT RUN. MOTHER COULD NOT MAKE THE CAR GO. THEN KIM HAD TO WALK TO SCHOOL.

Now, **read** question number 5 under the story with me:

KIM WAS GOING TO THE (Pause.) - STORE ... SCHOOL .. TREE ... WALK.

Think! **Choose** the best answer. **Mark** your best answer. What is the correct answer?

SCHOOL.

Right! "School" is the correct answer because the story tells us. (**Emphasize:** "You can always look for the answer in the story!") When the car would not run, Kim had to walk to school. It is easy when you can look in the story.

Remedial:

Sometimes you can't read all the words. So you read all the words in the story that you can. If you look carefully, you will begin to get some ideas about the story. You will see some words you can read. What are some words that you can read in this story? (Have students share.) Good! Look at the answer choices. What words can you read? Notice that the story has the word "school". Is that one of the answer choices?

YES.

If you had to guess, you might guess school. Would you be right?

YES.

Look at number 6. Now, read question 6. Read all the answer choices.

0 STOP
0 JUMP
0 RUN
0 RIDE

Look at the words you can read in the story. See "not run". Your question says, "The car did not . . . ." What word in the story goes with "not"?

RUN.

Right! So "run" is your best guess. Mark your best answer. (Pause.) You are right!

Look at number 7. Read the question with me.

KIM LIKES TO RIDE WITH ________.

Read all the answer choices with me.

0 DAY
0 MOTHER
0 SCHOOL
0 DAD

Now the question is about "Kim" (somebody) and "ride". Which word in the answer choices might go with "Kim" "ride"?

MOTHER. DAD.

Look back in the story. Is the word dad in the story?

NO

Is the word **mother** in the story?

YES.

What is the best answer?

MOTHER.

Right! You know you sometimes get a ride with mother and dad. Mother is one of the words in the story. So **mother** is your best answer.

The test is easy when you can look back in the story, isn't it?

YES.

But if you **cannot read** all the words, you can still **get the right answer.** You have to **try hard** and **pay attention** to all the **words you can read.** (Teacher may need to guide if student(s) can't read all the words.)

Now, you try it. The **"go on"** at the bottom of page 10 tells you to turn to the next page and continue. Turn to page 11. **Read** the story. Another word for story is paragraph. So I could say **read the paragraph. Answer the questions.** When you turn the page, keep working until you get to a stop sign. Ready? Start working. (Wait 5 minutes, then say:) (Teacher may assist and guide individuals in using the test-taking strategies.)

Stop! Put your pencils down. Proof and correct as we go over the questions. (Provide feedback for strategy use as teacher and students go over pages 11 and 12.)

Remedial:

Read all the answer choices.

Look back in the story for an answer.

Look for words in the story that are like an answer choice.

You have tried very hard. You know how to take a comprehension test. Super!

You have all learned to do **really good jobs at taking tests.** You will do good on taking the **big test.** Remember to do the things you have learned. **Try hard.** How will you try?

I'LL TRY HARD.

Excellent! **Never give up!** Are you going to **give up**?

NO.

Your teacher will be proud of you. Your parents will be proud of you, too.
You will be proud of you!
I'll see you again, ___________. I'll go over everything you have learned during the last _________ weeks. I'll meet with each of you.

Thank you for **working hard** today!

LESSON VIII

Lesson II
Box A - Review

Teacher ask questions:

1. **What do you do before you choose your best answer?**

   READ ALL THE ANSWER CHOICES.

2. **What can you do when you lose your place?**

   RAISE MY HAND.

3. **How do you mark your answer carefully?**

   QUICK, DARK AND INSIDE THE LINE.

4. **What happens if you do not mark your answer carefully?**

   IT MIGHT BE WRONG.

   - or if you put marks on your paper outside the answer bubble.

   MY ANSWERS MIGHT BE COUNTED WRONG.

5. **How do you show the teacher you are finished?**

   LAY MY PENCIL DOWN.

Lesson III - **Review**
(Go over Lesson II - Review.)

6. **Turn to page 2. This is a vocabulary test. What does it ask?**

   THE MEANING OF A WORD.
   or
   FINISH (COMPLETE) A SENTENCE (OR STORY)
   or
   LISTEN TO THE TEACHER READ.

7. **What do you do if you don't understand the teacher?**

   RAISE MY HAND.

8. **What do you do if you forget what the teacher said?**

   RAISE MY HAND.

9. **Turn to page 3. This is a compound word test. Point to SAMPLE A. What do you look for in a compound word test?**

   A BIG WORD MADE FROM TWO LITTLE WORDS
   or
   TWO LITTLE WORDS MAKE A BIG WORD.

   - If you can't read the big words, what can you do?

   LOOK FOR LITTLE WORDS IN BIG WORDS.

   - When do you choose the "best guess"?

   AFTER I READ ALL THE ANSWER CHOICES THAT I CAN.

Lesson IV - **Review**
(Go over Lessons II and III - Reviews.)

10. **Is it ok to guess?**

    YES.

11. **What do you do before you guess?**

    READ ALL THE ANSWER CHOICES
    or
    READ ALL THE WORDS I CAN

12. **Turn to page 3, SAMPLE B. This is a contractions test. What does it ask you to do?**

    FIND A SHORT WAY TO SAY TWO WORDS.

    - **What do you do when you can't read the words?** (May need to prompt.)

    I LISTEN FOR THE LAST SOUND.
    I FIND A WORD WITH AN ENDING LETTER THAT MAKES THAT SOUND.
    I GUESS THAT WORD.

Lesson V - **Review**
(Go over Lessons II, III, and IV Reviews.)

Lesson VI - Review
(Go over Lessons II, III, and IV Reviews.)

13. **What do you do before you choose the best answer?**

    READ ALL THE ANSWER CHOICES.

14. **Look at the stop sign on page 5. What does it tell you to do?**

    STOP AND GO OVER MY ANSWERS.
    CHECK TO SEE IF I HAVE CHOSEN THE BEST ANSWERS.
    CHECK TO SEE IF I MARKED CAREFULLY, QUICK, DARK, AND INSIDE THE LINE.
    WAIT.

15. **Turn to page 7. How do you take a word reading test?**

    Prompt: **What do you look at?**

    THE PICTURE.

    Then what do you do?

    A. READ ALL THE ANSWER CHOICES FOUND IN ONE ROW UNDER THE PICTURE.

    B. FIND THE ANSWER THAT TELLS ABOUT THE PICTURE.

    Sometimes there is a tricky answer. What can you do to keep from being fooled by a tricky answer?

    READ ALL THE ANSWER CHOICES CAREFULLY.

    If you can't read all the answer choices, what do you do? (Prompt if necessary.)

    READ THE WORDS I KNOW. ONE MIGHT BE THE BEST ANSWER.
    IF NOT, THEN I GUESS.

Lesson VII - **Review**
(Go over Lessons II, III, IV, and VI Reviews.)

16. **Turn to page 8, a reading comprehension test. What do you do first?**

    LOOK AT THE PICTURE.

    Then what do you do? (Prompt as needed.)

    READ THE STORY (SENTENCE).
    CHOOSE THE ANSWER THAT MAKES THE STORY SOUND RIGHT (*THAT MAKES THE STORY TELL ABOUT THE PICTURE.)

    (*Preferred answer.)

    If you can't read all the words in the answer choices, what do you do?

    READ THE WORDS I KNOW.
    LOOK FOR A WORD THAT IS LIKE A WORD IN THE STORY.

Lesson VIII - Review
(Go over Lessons II, III, IV, VI, and VII Reviews.)

17. Turn to page 9. This is a reading comprehension test. Look at the picture of the boy with a hammer. Sometimes one part of a story (a sentence) has 2 answers. Look at number 4. What do you read to choose the best answer?

READ ALL OF THE SENTENCE (PART OF A STORY): HE MADE A _____
FOR HIS ________.

18. Turn to page 10. This is a reading comprehension test. What do you do first?

READ THE FIRST PART OF THE STORY.

Then what do you do?

READ ALL THE ANSWER CHOICES.
CHOOSE THE ANSWER THAT FITS THE STORY (THAT MAKES SENSE.)

19. Look at the reading comprehension test in the right column on page 10. What do you do first?

READ ALL THE STORY.

Then what do you do? (Prompt if necessary.)

A. READ THE QUESTION UNDER THE STORY.

B. READ ALL THE ANSWER CHOICES.

C. CHOOSE THE BEST ANSWER.

Can you look back to the story to help you choose the best answer?

YES.

SUPER SCORE

STUDENT WORKBOOK

Name______________________

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Developed by:
Thomas E. Scruggs
N. Joanne Williams

Validated January, 1984
(copyright pending)

1. ○ ○ ○ ○

2. ○ ○ ○ ○

3. ○ ○ ○ ○

4. ○ ○ ○ ○

5. ○ ○ ○ ○

VOCABULARY

SAMPLE

○ lamb
○ calf
○ piglet

1 ○ sad
○ happy
○ lucky

2 ○ hot
○ cold
○ warm

3 ○ friend
○ wagon
○ house

4 ○ moon
○ sun
○ star

5 ○ hay
○ air
○ dirt

6 ○ hat
○ rat
○ mat

7 ○ cat
○ frog
○ dog

8 ○ mat
○ rat
○ bat

9 ○ nice
○ nose
○ pan

10 ○ birds
○ worms
○ squirrels

WORD STUDY SKILLS

SAMPLE A

bookstore ○ things ○ surprise ○

1 making ○ brothers ○ doghouse ○

2 bedroom ○ happened ○ summer ○

3 return ○ listen ○ starlight ○

4 man ○ catfish ○ bed ○

5 doormat ○ jump ○ running ○

6 cackled ○ redbird ○ bells ○

7 little ○ is ○ bedtime ○

STOP

SAMPLE B

I've ○ I'm ○ I'll ○

8 we're ○ we'll ○ we'd ○

9 we've ○ we'll ○ we'd ○

10 they're ○ they'd ○ they've ○

11 she's ○ she'd ○ she'll ○

12 it's ○ it'll ○ it'd ○

13 you've ○ you're ○ you'll ○

STOP

SAMPLE C

jumps ○ jumped ○ jumping ○

14 wants ○ wanting ○ wanted ○

15 sadder ○ saddest ○ sadly ○

16 playing ○ played ○ plays ○

STOP

WORD STUDY SKILLS

SAMPLE D

bat	boy ○	sit ○	made ○

17	lake	mat ○	like ○	date ○
18	dish	chop ○	shop ○	did ○
19	no	do ○	dog ○	rode ○
20	shell	wish ○	chick ○	sell ○
21	ride	funny ○	by ○	play ○

STOP

WORD STUDY SKILLS

SAMPLE A

	bookstore ○	things ○	surprise ○

1	man ○	catfish ○	bed ○
2	jump ○	doormat ○	running ○
3	little ○	bedtime ○	is ○
4	redbird ○	bells ○	cackled ○

STOP

SAMPLE B

	I've ○	I'm ○	I'll ○

5	we'll ○	we'd ○	we're ○
6	we'd ○	we've ○	we'll ○
7	they've ○	they'd ○	they're ○

8	she's ○	she'll ○	she'd ○

STOP

SAMPLE C

	jumps ○	jumped ○	jumping ○

9	wanting ○	wants ○	wanted ○
10	sadder ○	saddest ○	sadly ○
11	playing ○	plays ○	played ○
12	calls ○	calling ○	called ○

STOP

WORD STUDY SKILLS

SAMPLE D

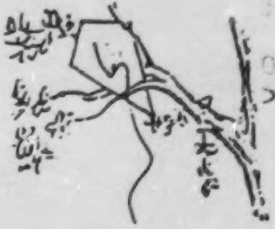
	bat	boy	sit	made
		○	○	○

13.	lake	date	like	mat
		○	○	○
14	dish	chop	did	shop
		○	○	○
15	no	to	rode	dog
		○	○	○
16	ride	by	funny	play
		○	○	○

STOP

WORD READING

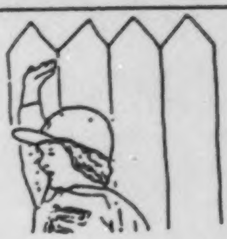
SAMPLE



A kite ○ bike ○ kit ○

B three ○ town ○ tree ○

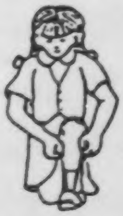
C free ○ lost ○ cost ○



1 cap ○ cup ○ off ○

2 man ○ boy ○ toy ○

3 foot ○ hand ○ race ○



4 man ○ cat ○ girl ○

5 dress ○ coat ○ hat ○

6 shoe ○ shop ○ air ○

STOP

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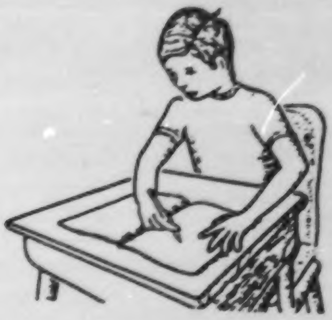
SAMPLE

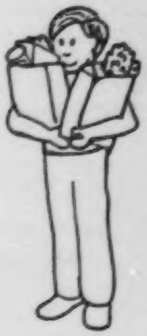


Bill wrote a letter. He has a

A. ○ pencil ○ book ○ box ○ can

The letter will be sent to his

B. ○ grandmother ○ dog ○ eat ○ play



Ted has a new job. He goes to the store for his

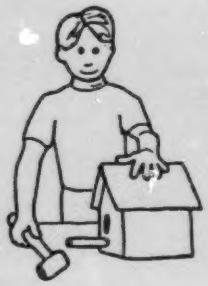
1. ○ car ○ books ○ mom ○ son

Then he puts the things in a

2. ○ big ○ bag ○ can ○ boy

He likes his job because be can

3. ○ help ○ hop ○ stop ○ fly



Dave got a bird. He made a

4. ○ schoolhouse ○ fireman ○ birdhouse ○ bed

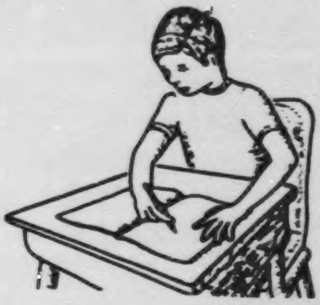
for his

5. ○ bus ○ cake ○ pan ○ pet

STOP

READING COMPREHENSION

SAMPLE



Bill wrote a letter. He has a

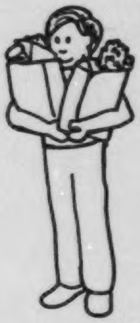
A. pencil book box can

○ ○ ○ ○

The letter will be sent to his

B. grandmother dog cat play

○ ○ ○ ○



Ted has a new job. He goes to the store for his

1. son mom books car

○ ○ ○ ○

Then he puts the things in a

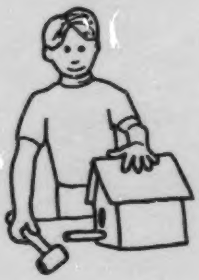
2. box bag can big

○ ○ ○ ○

He likes his job because he can

3. fly hop play help

○ ○ ○ ○



Dave got a bird. He made a

4. birdhouse fireman schoolhouse bed

○ ○ ○ ○

for his

5. cake pet pan bus

○ ○ ○ ○

STOP

Bill is going to school. He saw his pet

1 dog boy father king.
○ ○ ○ ○

Bill said, "Go home." As Bill looked, he saw his pet run

2 down home up over.
○ ○ ○ ○

He also saw his dad open the

3 door tree cat box
○ ○ ○ ○

of the car. His pet jumped in the car for a ride. Bill saw his funny

4 pig school mom pet
○ ○ ○ ○

riding with dad.

Kim likes to ride to school in the car. One day the car did not run. Mother could not make the car go. Then Kim had to walk to school.

5 Kim was going to the

○ store
○ school
○ tree
○ walk

6 The car did not

○ stop
○ jump
○ run
○ ride

7 Kim likes to ride with

○ day
○ mother
○ school
○ dad

GO ON

Sid was sick with a cold. He had to stay home. He was not happy. He did not get to go to Don's party. After the party, Don came to see him. When Don sat on Sid's bed, Sid saw some cake. He was happy.

8 Sid was

○ cake
○ bed
○ sick
○ cold

9 Sid wants to go to a

○ home
○ bed
○ play
○ party

10 Don had a

○ party
○ cold
○ home
○ bed

11 Sid was happy to see

○ some cake
○ the party
○ his bed
○ his home

Bill is going to school. He saw his pet

1 king boy dog father

○ ○ ○ ○

Bill said, "Go home." As Bill looked, he saw his pet run

2 down home up over.

○ ○ ○ ○

He also saw his dad open the

3 door tree cat box

○ ○ ○ ○

of the car. His pet jumped in the car for a ride. Bill saw his funny

4 pig school mom pet

○ ○ ○ ○

riding with dad.

Kim likes to ride to school in the car. One day the car did not run. Mother could not make the car go. Then Kim had to walk to school.

5 The car did not

○ stop
○ jump
○ run
○ ride

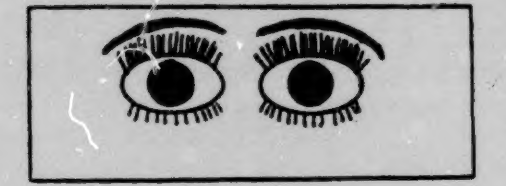
6 Kim likes to ride with

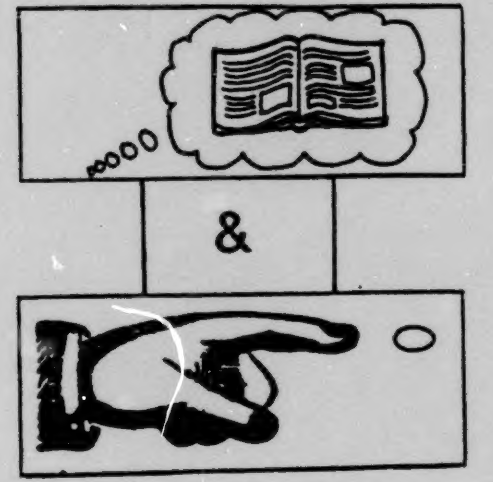
○ day
○ mother
○ school
○ dad

7 Kim was going to the

○ store
○ school
○ tree
○ walk

Choose the best answer.

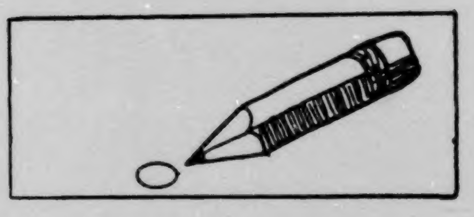
1.  Read

2. 

Think

and

Choose

3.  Mark

SUPER SCORE

STUDENT WORKBOOK
(ANSWERS MARKED)

Developed by:
Thomas E. Scruggs
N. Joanne Williams

(I,3) Name________________________

EC170490

(I,2) 1. ● ○ ○ ○

(I,2) 2. ○ ● ○ ○

(I,2) 3. ○ ○ ○ ●

(I,2) 4. ● ○ ○ ○

(I,4) 5. ○ ○ ○ ●

ANSWERS MARKED
Student Workbook, page 1

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SAMPLE
(I,6)

● lamp
○ calf
○ piglet

1 ● sad
○ happy
○ lucky
(I,6-7)

2 ○ hot
● cold
○ warm
(I,7)

3 ○ friend
● wagon
○ house
(I,7)

4 ○ moon
● sun
○ star
(II,9)

5 ○ hay
○ air
● dirt
(II,10)

6 ● hat
○ rat
○ mat
(III,17)

7 ○ cat
○ frog
● dog
(IV,25)

8 ○ mat
○ rat
● bat
(IV,26)

9 ○ nice
● nose
○ pan
(IV,26)

10 ● birds
○ worms
○ squirrels
(IV,26)

ANSWERS MARKED
Student Workbook, page

WORD STUDY SKILLS **BEST COPY AVAILABLE**

SAMPLE A

	bookstore ●	things ○	surprise ○	(II,11)

1	making ○	brothers ○	doghouse ●	(II,12)
2	bedroom ●	happened ○	summer ○	(II,13)
3	return ○	listen ○	starlight ●	(II,13)
4	man ○	catfish ●	bed ○	(II,14)
5	doormat ●	jump ○	running ○	(III,18)
6	cackled ○	redbird ●	bells ○	(IV,26)
7	little ○	is ○	bedtime ●	(IV,27)

STOP

SAMPLE B

	I've ○	I'm ○	I'll ●	(III,19)

8	we're ●	we'll ○	we'd ○	(III,20)
9	we've ○	we'll ●	we'd ○	(III,20)
10	they're ○	they'd ○	they've ●	(III,21)
11	she's ○	she'd ○	she'll ●	(III,22)
12	it's ●	it'll ○	it'd ○	(IV,28)
13	you've ●	you're ○	you'll ○	(IV,28)

STOP

SAMPLE C

	jumps ○	jumped ○	jumping ●	(IV,29)

14	wants ●	wanting ○	wanted ○	(IV,29)
15	sadder ●	saddest ○	sadly ○	(IV,29)
16	playing ○	played ●	plays ○	(IV,30)

STOP

ANSWERS MARKED
Student Workbook, page 1

SAMPLE D

(IV, 30)	bat	boy ●	sit ○	made ○

17	lake (IV,31)	mat ○	like ○	date ●
18	dish (IV, 31)	chop ○	shop ●	did ○
19	no (IV, 32)	do ○	dog ○	rode ●
20	shell (IV, 33)	wish ●	chick ○	sell ○
21	ride (IV,34)	funny ○	by ●	play ○

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ANSWERS MARKED
Student workbook, page 4

WORD STUDY SKILLS

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SAMPLE A

	bookstore	things	surprise
(V,36)	●	○	○

1	man	catfish	bed
	○	●	○
(V,36)			

2	jump	doormat	running
	○	●	○
(V,36)			

3	little	bedtime	is
	○	●	○
(V,36)			

4	redbird	bells	cackled
	●	○	○
(V,36)			

STOP

SAMPLE B

	I've	I'm	I'll
	○	○	●
(V,36)			

5	we'll	we'd	we're
	○	○	●
(V,37)			

6	we'd	we've	we'll
	●	○	○
(V,37)			

7	they've	they'd	they're
	●	○	○
(V,37)			

8	she's	she'll	she'd
	●	○	○
(V.37)			

STOP

SAMPLE C

	jumps	jumped	jumping
	●	○	○
(V,37)			

9	wanting	wants	wanted
	○	●	○
(V,37)			

10	sadder	saddest	sadly
	●	○	○
(V,37)			

11	playing	plays	played
	○	○	●
(V,37)			

12	calls	calling	called
	○	●	○
(V,37)			

STOP

ANSWERS MARKED
Student Workbook, page 5

WORD STUDY SKILLS

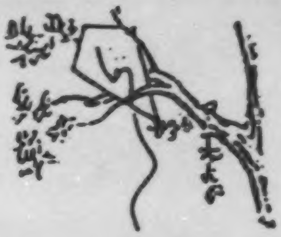
SAMPLE D

bat	boy	sit	made
(V,37)	●	○	○
13 lake	date	like	mat
	●	○	○
(V,37)			
14 dish	chop	did	shop
	○	○	●
(V,37)			
15 no	to	rode	dog
	○	●	○
(V,37)			
16 ride	by	funny	play
	●	○	○
(V,37)			

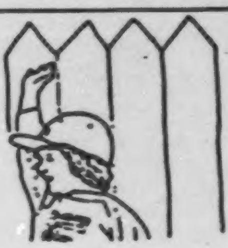
STOP

WORD READING

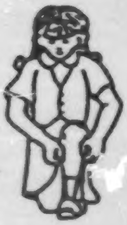
SAMPLE



A (V,39)	kite ●	bike ○	kit ○
B (V,40)	three ○	town ○	tree ●
C (V,40)	free ○	lost ●	cost ○



1 (VI,42)	cap ●	cup ○	off ○
2 (VI,42)	man ○	boy ●	toy ○
3 (VI,42)	foot ○	hand ●	race ○



4 (VI,42)	man ○	cat ○	girl ●
5 (VI,42)	dress ●	coat ○	hat ○
5 (VI,42)	shoe ●	shop ○	air ○

STOP

ANSWERS MARKED

Student Workbook, page

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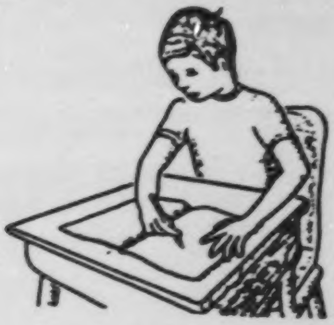
READING COMPREHENSION

SAMPLE

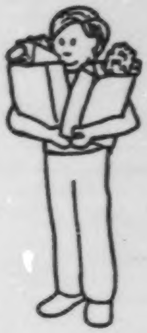


Bill wrote a letter. He has a

A. pencil book box can
(VI,43) ● ○ ○ ○

The letter will be sent to his

B. grandmother dog eat play
(VI,43) ● ○ ○ ○



Ted has a new job. He goes to the store for his

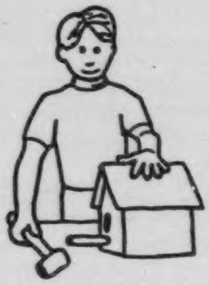
1. car books mom son
VI,45) ○ ○ ● ○

Then he puts the things in a

2. big bag can boy
VI,45) ○ ● ○ ○

He likes his job because he can

3. help hop stop fly
VI,46) ● ○ ○ ○



Dave got a bird. He made a

4. schoolhouse fireman birdhouse bed
(VI,47) ○ ○ ● ○

for his

5. bus cake pan pet
(VI,47) ○ ○ ○ ●

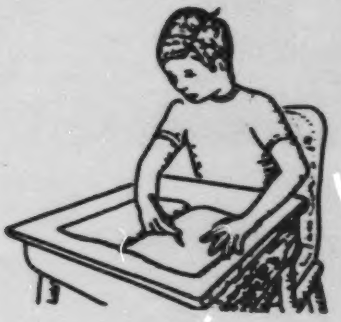
STOP

ANSWERS MARKED
Student Workbook, page 9

BEST COPY AVAILABLE

READING COMPREHENSION

SAMPLE



Bill wrote a letter. He has a

A. pencil book box can

● ○ ○ ○

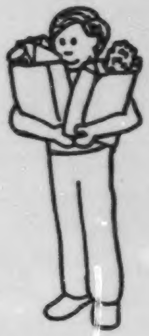
(VII,49)

The letter will be sent to his

B. grandmother dog cat play

● ○ ○ ○

(VII,49)



Ted has a new job. He goes to the store for his

1. son mom books car

○ ● ○ ○

VII,49)

Then he puts the things in a

2. box bag can big

○ ● ○ ○

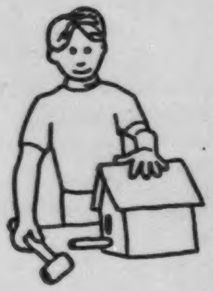
VII,50)

He likes his job because he can

3. fly hop play help

○ ○ ○ ●

VII,50)



Dave got a bird. He made a

4. birdhouse fireman schoolhouse be

● ○ ○ ○

(VII,50)

for his

5. cake pet pan bus

○ ● ○ ○

(VII,50)

STOP

ANSWERS MARKED

Student Workbook, page 9

BEST COPY AVAILABLE

Bill is going to school. He saw his pet

1 dog boy father king.
● ○ ○ ○
(VII,50)

Bill said, "Go home." As Bill looked, he saw his pet run

2 down home up over.
○ ● ○ ○
(VII,52)

He also saw his dad open the

3 door tree cat box
● ○ ○ ○
(VII,52)

of the car. His pet jumped in the car for a ride. Bill saw his funny

4 pig school mom pet
○ ○ ○ ●
(VII,52)

riding with dad.

Kim likes to ride to school in the car. One day the car did not run. Mother could not make the car go. Then Kim had to walk to school.

5 Kim was going to the

○ store
● school
○ tree
○ walk

(VII,53)

6 The car did not

○ stop
○ jump
● run
○ ride

(VII,54)

7 Kim likes to ride with

○ day
● mother
○ school
○ dad

(VII,54)

GO ON

BEST COPY AVAILABLE

Sid was sick with a cold. He had to stay home. He was not happy. He did not get to go to Don's party. After the party, Don came to see him. When Don sat on Sid's bed, Sid saw some cake. He was happy.

8 Sid was

○ cake
○ bed
● sick
○ cold

(VII,54)

9 Sid wants to go to a

○ home
○ bed
○ play
● party

(VII,54)

10 Don had a

● party
○ cold
○ home
○ bed

(VII,54)

11 Sid was happy to see

● some cake
○ the party
○ his bed
○ his home

(VII,54)

⇨ GO ON

BEST COPY AVAILABLE

Bill is going to school. He saw his pet

1	king	boy	dog	father
	○	○	●	○

(VII,50)

Bill said, "Go home." As Bill looked, he saw his pet run

2	down	home	up	over.
	○	●	○	○

(VII,52)

He also saw his dad open the

3	door	tree	cat	box
	●	○	○	○

(VII,52)

of the car. His pet jumped in the car for a ride. Bill saw his funny

4	pig	school	mom	pet
	○	○	○	●

(VII,52)

riding with dad.

BEST COPY AVAILABLE

Kim likes to ride to school in the car. One day the car did not run. Mother could not make the car go. Then Kim had to walk to school.

5 The car did not

○ stop
○ jump
● run
○ ride

(VII,54)

6 Kim likes to ride with

○ day
● mother
○ school
○ dad

(VII,54)

7 Kim was going to the

○ store
● school
○ tree
○ walk

(VII,53)

STOP

SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

Developed by:

Thomas E. Scruggs
N. Joanne Williams

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SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

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January 1984

TABLE OF CONTENTS

Content of Training Package. iii

General Test-Taking Skills vi

Specific Test-Taking Skills. v

Lesson I 1

Lesson II. 9

Lesson III 15

Lesson IV. 23

Lesson V 29

Lesson VI. 38

Lesson VII 46

Review: Lesson I, II, III, IV, V, VI. 51

LESSON I

Hello! My name is ________________. I will be working with you for the next ____________ weeks. We will work hard and have a lot of fun learning. Before we start, I would like each of you to tell me your name. (Teacher elicits responses from each student.)

Do pretest.

We will learn how to be good test takers. You will take a big test soon. It is important that you do well on this test. Everybody, what is important?

WE WILL DO WELL ON THE BIG TEST.

You do well on the big test so your teacher and parents will know what you have learned. Over the next ________ weeks, I am going to help you to learn how to take tests. What will you learn?

I WILL LEARN HOW TO TAKE TESTS.

Good! You will learn how to take tests so you can show what you have learned. Why will you learn how to take tests?

I WILL LEARN HOW TO TAKE TESTS SO I CAN SHOW WHAT I HAVE LEARNED.

You will listen and work hard. When you have finished, you will be a super good test taker!

What will you do to be a super good test taker? (Prompt if necessary.)

I WILL LISTEN AND WORK HARD.

Great! You will listen and work hard. You will be a good test taker.

We are ready to start. Here we go:

Everyone, put your test booklet in front of you. Point to Name (have chart I, 3 - "front cover of test booklet" to model from). Pick up your pencil and write your name in the blank space (Students write their name). Lay your pencil down. When you lay your pencil down, I know you have finished. (Students lay pencils down when finished.) Good! Everyone is finished. (Identify students with reinforcement - e.g., "Good laying your pencil down when you are finished, Sally!".)

Turn to page 1 in your Student Workbook (show chart I-2). Good turning to page 1! Wait until I say ready to pick up your pencil and mark your answer. Ready! (Students pick up pencils.) Listen! Mark the first answer bubble in row 1. What will you do?

BEST COPY AVAILABLE

MARK THE FIRST ANSWER BUBBLE IN ROW 1.

(Check to see if all students understand row 1 and answer bubble.) When you take a test, you will remember to pay attention. What will you remember? (Everyone responds - [ER].)

I WILL REMEMBER TO PAY ATTENTION.

When you pay attention, you mark your answers carefully. How do you mark your answers? (ER)

I WILL MARK MY ANSWERS CAREFULLY.

Teacher may use student workbook instead of charts with a small group.

Good! (Point to chart I-2.) When I mark my answer carefully, I fill in the answer bubble quick, dark, and inside the line. (Teacher models by marking first answer bubble in row 1 on chart). How do I mark carefully? (Teacher responds to own question.) "I fill in the bubble quick, dark, and inside the line." Now, did I fill in the answer bubble quick?

YES. (Students respond with teacher.)

Was I inside the line?

YES.

Did I fill in dark?

YES.

Then I marked my answer carefully. Your turn! Point to number 2. This is row 2. Listen! Mark the second answer bubble in row 2 carefully. What will you do?

I WILL MARK THE SECOND ANSWER BUBBLE IN ROW 2 CAREFULLY.

Ready! (Students pick up pencils. Reinforce this.) Mark the second answer bubble in row 2 carefully. (Students mark.) (Students lay pencils down when finished. Reinforce this.) Did you mark quick?

YES.

Did you mark dark?

YES. (Have students correct if necessary.)

Did you mark inside the line?

YES.

Then, did you mark your answer carefully?

YES.

If student makes an error, show how to erase carefully.

Great! Watch me. My turn. I will mark the second answer in the second row carefully. (Chart I - 2 - mark quickly, mark very lightly, mark outside the line some.)

Did I mark the answer carefully? (ER)

NO.

Good watching! Did I mark the answer quick?

YES.

Did I mark the answer dark?

NO.

Good watching! You're right! If I do not mark the answer dark, my answer might be wrong. What might happen if I don't mark the answer dark?

THE ANSWER MIGHT BE WRONG.

Right! Did I mark inside the line?

NO.

You're right again! If I do not mark the answer inside the line, my answer might be wrong. What might happen if I do not mark inside the line?

THE ANSWER MIGHT BE WRONG.

Right again! If I make marks on my paper, my answers may be counted wrong. You are really listening and answering carefully, too! Put your finger on row 3. Listen. Mark the last bubble in row 3. Ready. (Students pick up pencils.) Go! (Students mark their answer carefully while teacher marks last answer bubble in row 3.) (Students lay pencils down when finished.) Proof. Does your answer look like mine? Did you mark quick? (Everyone responds.) Did you mark inside the line? (ER)

YES. (If no, allow time to erase and correct.)

Did you mark dark? (Everyone responds.)

YES.

Fantastic! Now you've marked your answer carefully!

Point to row 4 (model on Chart I,2). Listen! Mark the first answer bubble in row 4 carefully. What will you do?

I WILL MARK THE FIRST ANSWER BUBBLE IN ROW 4 CAREFULLY.

Good listening! Ready! (Student picks up pencil.) Go! (Teacher marks on chart I,2 as students mark in workbook, p. 1.) (Student looks at model, student looks at own answer.) Did you mark your answer carefully?

YES. (Allow student to pick up pencil and erase and correct if necessary.)

You will practice marking your answer carefully one more time. Listen! Mark the last bubble in row 5 carefully. What will you do?

I WILL MARK THE LAST BUBBLE IN ROW 5 CAREFULLY.

Ready! (Students pick up pencil.) Go! (Teacher marks answer as students mark answer.) Proof. (Students look at model, then look at their own model.) Correct. (Students may need to erase and correct. Be sure to discuss how to erase - hold paper with left or right hand and erase all the mark. Also note that any marks on the paper may make the answers wrong.)

You have worked hard! You can mark your answers carefully! You can listen carefully!

Good thinking! Now you will practice taking a vocabulary test. Turn to page 2 in your workbook. This is a vocabulary test. (Chart I-4.) When you take a vocabulary test, first, you listen to the teacher. What do you do first when you take a vocabulary test? (Everyone responds.)

I LISTEN TO MY TEACHER.

Great! The teacher will read part of a sentence and the answer choices to you. What will the teacher read? (Students may not know what a sentence is. Teacher may substitute, "... read part of a story to you.")

PART OF A SENTENCE AND THE ANSWER CHOICES.

Good! After you listen you will think of the key word (or idea). What will you do after you listen? (Everyone responds.) (Prompt if necessary.)

AFTER I LISTEN I WILL THINK OF THE KEY WORD.

To think of the key word, you think, "what is this sentence talking about?" How do you decide the key word? (Everyone responds.)

I DECIDE THE KEY WORD BY THINKING "WHAT IS THIS SENTENCE TALKING ABOUT?"

Some students may not understand "key idea". Go on and just have them finish the sentence.

Point to SAMPLE A (model on Chart I-4). Let's practice. Listen. The part of a sentence is, "**When you are tired, you** _______". Tell me the part of a sentence.

WHEN YOU ARE TIRED YOU _________.

Neat! Now think, "what is this sentence talking about?". Now tell me. (Everyone responds.)

BEING TIRED.

You're right! Tired is the key word (idea). Now you're ready for choosing **the best answer carefully.** (Show chart A.) **Read all the answer choices with me.** (Have students point to each answer choice.) Teacher may use Chart I-4.)

o REST
o SELL
o RENT
o TURN

Now you find the answer that tells about "being tired".

REST.

Remedial:
"Rest" tells what you do when you are tired. It tells about the key word, idea. So **rest is the best answer.** You think, and then you choose the best answer.

Now what do you do?

I MARK THE ANSWER BUBBLE NEXT TO THE BEST ANSWER CAREFULLY.

Good. Mark the best answer carefully. (Teacher marks model on chart I,4, as students mark workbook SAMPLE.)

Did you mark **quick, dark, and inside the line?**

YES.

Did you mark "rest"?

YES.

Then you did the vocabulary test 100% correct!

Remedial:
(Chart A.) To choose the best answer you first read all the answer choices. To choose the best answer what do you do first? (Everyone responds.)

I FIRST READ ALL THE ANSWER CHOICES.

Exactly right! After you read all the answer choices you think and choose the best answer. What do you do after you read all the answer choices?

AFTER I READ ALL THE ANSWER CHOICES I THINK AND CHOOSE THE BEST ANSWER.

Right! Now you are ready to mark the best answer. First, you read all the answer choices; then you think and choose the best answer. You mark the best answer carefully. You tell me what you do when you choose the best answer. (Everyone responds.) (Use chart A.)

FIRST, I READ ALL THE ANSWER CHOICES.

THEN I THINK AND CHOOSE THE BEST ANSWER.

I MARK THE BEST ANSWER CAREFULLY.

Sometimes the teacher tells you to pay attention. When a teacher tells you to pay attention (s)he wants you to listen and mark your best answers carefully.

Point to #1. Listen! "A sack used for groceries is a __________." Tell me the part of a sentence. (Everyone responds.)

"A SACK USED FOR GROCERIES IS A _________."

Think! What is this sentence talking about? What is the key word, idea? (Everyone responds.)

Teacher provides key idea if students don't know.

GROCERY SACK.

Point to and read all the answer choices with me. (Everyone responds.)

PAN.

BAG.

DISH.

BOX.

(Suggest students respond orally since you're working on learning the process.)

Think and choose the best answer. (Allow think time.) Everyone, tell me the best answer. (Everyone responds.)

BAG.

Now mark next to the best answer carefully. (Students mark bag. Check for quick, dark, and inside line.) You are exactly right.

Point to #2. Listen! "Someone who is not awake is __________." Think! Tell me the key word, idea.

At this point teacher may not need to do the key idea.

NOT AWAKE.

Point to and read (soft whisper) all the answer choices with me.

PLAYING, RUNNING, SLEEPING, CALLING.

Think and choose the best answer that tells about not awake, the key idea. Tell me the best answer.

SLEEPING.

You're right! "H" is the best answer. Now what do you do? (Everyone responds.)

MARK THE BEST ANSWER CAREFULLY.

Go! (Check to make sure correct answers are marked. Teacher may mark model, chart I,4, #2, for proofing and correcting.) Tell me the best answer.

SLEEPING, "H".

Exactly right! Point to #3. Listen! "If the sun is shining, it is __________."

Optional:
Think - key idea. (Sun - shining.)

Point to and read all the answer choices.

Teacher always reads answer choices in vocabulary test.

o DAY
o NIGHT
o DARK
o BLACK

Remedial:
Think and choose the best answer. Tell me. (ER.) (Prompts: Which answer completes the sentence? Which answer tells about sun - shining?

DAY, "A".

Choose the best answer. Mark the best answer carefully.
(Students mark "a", day.)

Remedial:
Reinforce quick, dark, and inside the line. Reinforce laying pencils down when finished.) Proof and correct if necessary. (Chart I,4. Teacher marks #3.) Everyone, proof and correct your answer. Super! You are learning fast!

You know how to take a vocabulary test. I can see you're going to be very good at taking tests. Thank you for working hard. I will see you _______.

LESSON II: SYLLABLES TEST PRESENTATION

Review: Lesson I

When you take a test, you work hard. When you do it the right way, you show your teacher and parents what you have learned. You did great last time!

Last time you did a **vocabulary test.** (Show Voc. Test - Chart I,4.)

Turn to **page 2** in your **workbook.** This is a vocabulary test. (Chart I,4.) **Point to number 4.**

Last time you learned some rules for taking a vocabulary test. You learned how to **pay attention.** First, you **listen** to your teacher read part of a sentence. **"When someone is angry, she is______."**

Optional:
Then you **think of the key word, idea. "What is this sentence talking about?"** What is the key word, idea, in this sentence? (ER.) Tell me.

ANGRY.

Great! Point to **number 4** on your vocabulary test. (Teacher models on Chart I,4.) **Now, you choose the best answer.** (Show Chart A.) What do you do first? (ER.)

I READ ALL THE ANSWER CHOICES. (Have student do #4 on (vocabulary test.)

Then you **point to all the answer choices** and **read as the teacher says them.** (Teacher reads orally as students point and read.)

- o MAD
- o GLAD
- o HAPPY
- o SINGING

Optional:
Then, what do you do? (ER)

I THINK AND CHOOSE THE BEST ANSWER. I FIND THE ANSWER THAT TELLS ABOUT THE KEY WORD, IDEA, "ANGRY". (This may involve some prompting.)
or
I FIND THE ANSWER THAT COMPLETES THE SENTENCE.

Choose the best answer. Point to the best answer. (Students point to mad.) You are really smart! You are right. Now you are ready to mark your answer carefully.

Show me how to do it. (Students mark next to mad.) You did it the right way! Good for you! You marked answer bubble "f" next to "mad".

Sometimes you forget what the teacher said. If you forget what the teacher said, raise your hand. What do you do when you forget what the teacher said? (ER)

I RAISE MY HAND.

That's right. Sometimes you don't understand the teacher. If you don't understand the teacher, you raise your hand. What do you do when you don't understand the teacher? (ER)

I RAISE MY HAND.

Good listening and answering. If you lose your place, raise your hand and ask for help. Show me what you do when you lose your place. (Students should raise their hand and when the teacher calls on one, he should ask for help.)

Point to number 5 on your vocabulary test. Listen! (Teacher reads stem, mumbling some, and coughing in the middle.) "On a farm, a shelter for animals is a ________." (Students should raise their hands.) You really learn fast. (Call on someone and encourage them to say:)

I DIDN'T UNDERSTAND.

Good, you raised your hand when you didn't understand. Why did you raise your hand?.

I DIDN'T UNDERSTAND.

Right! When else should you raise your hand? (ER.)

IF I LOSE MY PLACE.
IF I FORGET WHAT THE TEACHER SAID.

Good remembering! Let's practice number 5 again. I will read the part of a sentence again. Listen! "On a farm, a shelter for animals is a _______," "car", "plane", "ship", "barn".

Optional:
Tell me the key idea.

Now choose the best answer.

Optional:
Use Chart A if you forget what to do. (Observe to see if students follow the steps on the chart. Help as you observe need. Praise desired process.)

All of you, **mark** the best answer. (Everyone mark.) Tell me.

BARN, "D".

Right! You can do a vocabulary test! You are going to be good test takers! Now you are going to learn to do a new kind of test.

Word Study Skills: Syllables Test. (Chart II, 10.) Open your workbook to **page 3.** This test is called a syllables test. What is it called?

SYLLABLES TEST.

Good! When you take a syllables test, you decide (think of) which word is divided the right way. Look at the words in SAMPLE A. First, you look at all the words (answer choices). What do you do first?

LOOK AT ALL THE WORDS (ANSWER CHOICES).

Good! Then you think, "What is this word?" What do you think?

"WHAT IS THIS WORD?"

Everyone look at all the words. Think, "What is this word?" Tell me the word.

TEAPOT. (Teacher may need to provide the word.)

Yes, teapot is the word. Now choose the best answer, the word that is divided into two word parts, syllables, the right way. Point to the best answer.

Yes, the word parts, syllables, are **tea-pot**. The best answer choice is "b", **tea-pot**. (Teacher points to correct answer on chart II, 10.) This answer shows how to divide "teapot" into two syllables. After you choose the best answer, you say the word parts, syllables; then say the whole word. Listen to the word parts, syllables, as you say the word. Everyone do this with me.

TEA-POT, TEAPOT.

Good! Does this sound the right way?

YES.

Optional:
That is how you check to see if it is the best answer.

Then you are ready to **mark the best answer**. You mark the answer bubble next to the right answer. This answer bubble has a "b" in it. (Monitor students as they mark the correct answer.)

Great! Everyone did it the right way. Now, look at B in the **SAMPLES**. First, **look at all the words**. Now, **think, "What is the word?"** Everyone, say the word with me.

CALLING. (Teacher says word with students.)

Now, **choose the best answer**, the word that is divided into two word parts, syllables, the right way. Point to the best answer. (Teacher points to correct answer "h" on chart II, 10.)

This answer **shows how to divide** "calling" **into two syllables**, "call-ing". Everyone, say the word parts, syllables; then, say the whole word.

CALL-ING, CALLING.

Does this **sound the right way?**

YES.

Then you are ready to **mark the best answer**. Everyone, **mark** the best answer. (Observe and reinforce **quick, dark,** and **inside** the line.) Great! You did it the right way. Point to **number** 1. What do you do first? (Students may need prompting.)

LOOK AT ALL THE WORDS.

Right! Everyone, look at all the words. (Reinforce looking behavior.) Then, you **think**.

Remedial:
What do you think?

WHAT IS THIS WORD?

Good **thinking!** Everyone, say the word with me.

OUTSIDE.

Now you are ready to **choose** the best answer. (Teacher may need to direct this response.)

Remedial:
What do you look for?

A WORD THAT IS DIVIDED INTO TWO PARTS, SYLLABLES, THE RIGHT WAY.

Point to the word "outside" that is divided into two parts, syllables, the right way. (Reinforce students and model on chart II, 10.) The answer "a" is correct. This answer shows out-side, the right way to divide outside into two syllables. What does this answer show? (Students may need prompting.)

THE RIGHT WAY TO DIVIDE OUTSIDE INTO TWO SYLLABLES (or word parts).

Excellent! Does "out-side" sound the right way?

YES.

Mark the best answer. (Reinforce "laying pencil down" when finished.)

Point to number 2. Choose the word that is divided the right way.

Remedial:
What do you do first? (Have students do each step as you prompt them.)

LOOK AT ALL THE WORDS.

Right! Then, what do you think?

WHAT IS THE WORD?

Right again! Say the word with me.

JUMPED. (Be sure the "ed" ending /t/ is said.)

Choose your best answer. What do you look for?

A WORD (JUMPED) THAT IS DIVIDED INTO TWO PARTS, SYLLABLES, THE RIGHT WAY.

/t/
Check to see if "jump-ed" sounds the right way. How do you do this?

SAY /JUMP/-/T/.

Mark the best answer. (Students mark.) You marked the **answer bubble** "g". You are right! Great!

Sometimes you can't decide what the word is. When this happens, you look for a little word in the big word. Look at Sample A. What little word can you find?

TEA or POT.

Which answer choice did you look at?

"B".

Then, if you could not decide what the word is, answer "B" would be your best guess. Answer "B" had a little word in it that you knew.

Now what can you do if you can't decide what the word is?

LOOK FOR A LITTLE WORD IN THE BIG WORD.

Good. Which answer choice would be your best guess?

THE ONE WITH THE LITTLE WORD IN IT.

It might be the best answer.

You know how to take a syllables test! You have worked hard today. Thank you! I'll see you next __________.

LESSON III: LETTER-SOUNDS TEST PRESENTATION

Review: Lesson I and II

Everybody has been doing a terrific job learning how to take tests. I can tell you are all going to learn how to be super test takers. Now, I want you to work as hard today as you did for me last time. Do you think you can do that?

YES.

Now, turn to **page 2**. Look at **number 6** in your workbook. (Teacher uses chart I,4.) This is a vocabulary test. When you take a vocabulary test you **listen to the teacher.**

"When you ride a horse, you ride in a _________." "Wagon, chair, saddle, cage."

Have students point to answer choices in workbook as teacher reads them orally.

Choose the best answer. (Wait for students to **read, think,** and choose. They may need prompting from Chart A.) **Point to the best answer.**

SADDLE.

You are right! You ride in a saddle when you ride on a horse. Mark it carefully.

Remedial: (This is an important concept.)
That's right! When you are not sure of the answer, you choose your best guess. You might get it right!

When you ride on a horse, do you ride in a wagon? (Might imagine a horse with a wagon on its back and you in it!)

NO.

So, you know wagon is not the answer. **You used your own experiences.** Now you know the answer is one of the other words. Can you think of something you ride in when you ride on a horse?

YES, SADDLE.

Great! You know what you ride in from your own experience, a saddle. One of the words is saddle. Now, what is your **best guess?**

SADDLE.

Super! You are right! You can **choose your best guess.** You might get it right! What do you do when you choose your best guess? (Prompt.)

I THINK ABOUT (USE) MY OWN EXPERIENCES.

Good thinking! You might get it right! Now **mark** your best guess, "h".

Turn to page 3 in your workbook. (Chart II,10.) This is a syllables test. When you take a syllables test, you think and choose the word that is divided the right way. What do you do when you take a syllables test?

I THINK AND CHOOSE THE WORD THAT IS DIVIDED THE RIGHT WAY.

Remedial:
Right! First, you look at all the words. What do you do first?

I LOOK AT ALL THE WORDS.

Good! Then you think, "What is the word?" What do you think?

WHAT IS THE WORD?

Right! Everyone, point to number 3. (Teacher points on chart II,10.) Look at all the words. Think, "What is the word"? (Some students may not be able to read the word. If so, do the remedial exercise.) Tell me.

Remedial:
When you don't know the word, look for little words in the word. Are there any little words inside this word?

YES.

What is it?

CAN.

Good! This could be the one you choose as your best guess. You might be right! What is the word?

CANDLE.

Yes, candle is the word. Now choose the best answer, the word that is divided into two word parts, syllables, the right way. Point to the best answer. (Reinforce pointing to answer bubble "b".)

Great! You are right! The word parts, syllables, are can-dle. Does this sound right?

YES.

Mark the best answer. (Reinforce quick, dark, and inside the line.) Good! Everyone marked answer bubble "b".

Everyone choose the best answer for number 4. (Observe, prompt individuals, and reinforce steps:) Mark it carefully. (Pause.)

Optional:
a) Look at all the choices.
*b) Think, "What is the word?"
c) Choose the word that is divided the right way.
d) Say the word to see if it sounds right.
e) Mark the best answer carefully.)

*Remedial (if students cannot do step b.):
Are there any little words inside the big word that you know?

YES.

What?

A or LONE.

Then which answer is your best guess?

THE THIRD ONE - H.

Right! Your best guess is the right answer. Great!

Everyone, choose the best answer for number 5. (Observe, prompt individuals, and reinforce steps. Do remedial if needed.) Mark it carefully. (Pause.) Tell me the answer you marked on your workbook.

"C" - POSTCARD.

Right! You are sure working hard! What do you do when you can't read the word?

I CHOOSE MY BEST GUESS. LOOK FOR LITTLE WORDS IN THE BIG WORD.

That is a good answer. You should guess and go on to the next one. You might get it right!

All of you did really well on these tests. Turn to page 4 in your workbook. Now you are ready to learn how to take a new kind of test. This test is called a letter-sounds test. (Chart III,16.) What is this test called?

A LETTER-SOUNDS TEST.

What do you do if you don't understand the teacher?

I RAISE MY HAND.

Right! What do you do if you forget or lose your place?

I RAISE MY HAND.

Good remembering how to get help!

Optional: (Teacher models process.)
I will look at SAMPLE C. My turn. (Teacher models process on chart III,16.) The directions tell me: First, I look at the underlined letter or letters in the word. I can call this word the "key word". Point to the "key" word in Sample C. (Teacher points to "play".) Good pointing. (Teacher praises self for pointing to Sample C on chart model [Chart III,16]). The letter or letters that are underlined stand for a sound. What do(es) the underlined letter(s) stand for?

A SOUND. (Teacher answers own question.)

Right! Next, I say, using my "2 foot voice", the key word and listen for the sound of the underlined letter(s). (A "2 foot voice" is one that goes out from person about 2 feet. Teacher can measure. This is like a whisper.)

(Teacher says, "Play".)

Now I read the three words under the "key" word. (Teacher reads: way, cat, care.) I think, "Which word has the same sound in it as the underlined letter(s) in the key word"? Then I choose that word for the best answer. I say the "key word", play, and the best answer, way. Do I hear the same sound? (Teacher answers self.) Yes! Now I mark the best answer carefully. (Teacher marks way on chart.) I can do the letter-sound test. Now it's your turn.

Point to the directions at the top of page 4. (Check and reinforce pointing.) Read them to yourself as I read them aloud: "Directions: Read the first word in each question. Look at the underlined letter or letters in the words. The letter or letters that are underlined stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.

Everyone, point to Sample C. First read the word with the underlined letters. We'll call this the "key word". What do you do first?

READ THE WORD WITH THE UNDERLINED LETTERS.

Everyone, read the key word. (Prompt if necessary.)

PLAY.

Good! The letters that are underlined stand for a sound. What do the underlined letters stand for?

A SOUND.

Right! Say "play". Use your 2-foot voice.

PLAY.

What sound do the letters stand for?

Note: Two letters stand for one sound in this word.

/A/.

You're right! /A/. Now read the three words under the "key" word. (Teacher reads with students.)

WAY, CAT, CARE.

Think, "Which word has the /a/ sound in it?

Remedial:
Say /a/ - way. Does "way have the /a/?

YES.

Say /a/ - cat. Does "cat" have the /a/?

NO.

Say /a/ - care. Does "care" have the /a/?

NO.

Then, "Which word has the /a/ sound in it?"

WAY.

Right! Choose that word for the best answer. What is the best answer?

WAY or ANSWER BUBBLE "A".

Mark the best answer carefully. (Observe students as they mark answer bubble "a".) Point to sample D. Read the word with the underlined letter.

BY.

Good!

Remedial:
The letter that is underlined stands for a sound. What sound does the underlined letter stand for? (Prompt if necessary.)

/Ī/.

You are right! /Ī/.

Now read the three words under the "key" word "by". (Teacher reads with students.)

FIT, MY, MAY.

Think, "Which word has the /i/ sound in it?"

Remedial:
Say /i/ - "fit". Does "fit" have the /i/?

NO.

Say /i/ - "my". Does "my" have the /i/?

YES.

Good listening! Say /i/ - "may". Does "may" have the /i/?

NO.

Think! "Which word has the /i/ sound in it?"

MY.

Remedial: (Check.)
Say "by" - "my". Do you hear the same sound?

YES.

Choose your best answer. Tell me.

MY, ANSWER BUBBLE "G".

Good! Mark your best answer carefully. (Observe and reinforce.)

All of you did the letter-sounds test the right way. Everyone point to number 14. Read the word with the underlined letters. (Teacher reads with students.)

WET.

Remedial:
What letter is underlined?

"W".

What does the underlined letter stand for?

A SOUND.

Great! Say "wet". Listen for the sound the underlined letter stands for.

WET.

Now read the three words under the "key" word. (Teacher reads with students.)

NEW, WALK, WHEN.

Remedial:
Choose the best answer. Think, "Which word has the same sound as the underlined letter in "wet"? (Teacher may need to do remedial.)

WALK.

You are right!

Remedial: (Check.)
Say "wet" and "walk".

WET - WALK.

Does walk have the same sound as the underlined "w" in "wet"?

YES.

Then walk, answer bubble "b", is the best answer.

Mark the best answer carefully.

Remedial:
Notice that "new" has a "ew" with a /u/ sound. "When" has a "wh" digraph with a /wh/ sound. You try not to be fooled when you see a word with the same letter that stands for a different sound. (Observe and reinforce.)

All of you can take a letter-sound test! Super!

I can tell you're all working hard. You are good test takers.
Thanks for working so hard! I'll see you next ____________.

LESSON IV: VOCABULARY, SYLLABLES, AND LETTER-SOUNDS PRESENTATION (REVIEW)

Review: Lesson I, II, and III.

You have been working very hard! You have learned how to take three kinds of tests: **vocabulary, syllables,** and **letter-sounds.** Today you will practice taking these tests.

Turn to **page 2** in your student workbook. This is a vocabulary test.

Remedial:
When you take a vocabulary test, you **listen** to the teacher and **listen for the key word, idea.** What do you do when you take a vocabulary test?

I **LISTEN** TO THE TEACHER AND **LISTEN** FOR THE KEY WORD, IDEA.

Then you choose the best answer. How do you choose the best answer (chart A)?

1. I **READ** ALL THE ANSWER CHOICES.
2. I **THINK** and **CHOOSE** THE BEST ANSWER.
3. I **MARK** THE BEST ANSWER.

What do you do if you get lost, or don't understand?

I RAISE MY HAND.

Great! You really have remembered!

Point to **number 7.** **Listen,** "An example of a vegetable is a ________." "Banana, beans, muffin, cookie."

Choose the best answer, the one that completes the sentence. (Reinforce students as they go throug the steps.) **Mark** the best answer carefully. (Reinforce careful marking - **quick, dark,** and **inside the line.**) What is the best answer?

BEANS, ANSWER BUBBLE "B".

Point to **number 8.** **Listen,** "A doctor is called when someone is _______." "Happy, sick, busy, fine." **Think!** **Choose** the best answer. **Mark** next to the best answer carefully. (Teacher checks to see if students marked next to **sick,** answer bubble "g".) **Tell** me the best answer.

SICK.

Great!

Remedial:
(Discuss how students chose best answer. Have them share how they may have made a best guess.)

WHICH WORD COMPLETES THE SENTENCE. USE MY OWN EXPERIENCES.

Point to number 9. Listen, "When you draw a line below a picture, you draw ____." "Under it, over it, beside it, around it." Think! Tell me the best answer.

DRAW BELOW A PICTURE.

Mark the best answer.

Remedial:
When you read the answer choices, you may not know which word is the best answer. Think! When you draw below, do you draw under it?

YES.

Would "under it" fit the key idea "below" (or complete the sentence)?

YES.

Think! When you draw below, do you draw over it?

NO.

Would "over it" fit the key idea "below"?

NO.

Think! When you draw below, do you draw beside it?

NO.

Think! When you draw below, do you draw around it?

NO.

Now, choose the best answer.

UNDER IT, ANSWER BUBBLE "A".

Good choosing! Mark the best answer carefully. (Reinforce.)

When you do not know which word is the best answer, you use your own experiences. Then you make a best guess. Is it ok to make a best guess when you don't know the answer?

YES.

Point to number 10. Listen, "Another word for said is ______." "Told, saw, put, sat." Think and choose the best answer. Mark the best answer. (Reinforce correct student responses.) Tell me the correct answer.

TOLD, "F".

You are correct! Now turn to page 3 (chart II,10). This is a syllables test. What do you do when you take a syllables test? (May need to prompt.)

CHOOSE WHICH WORD IS DIVIDED THE RIGHT WAY.

Remedial:
Right! First, you look at all the words. What do you do first?

I LOOK AT ALL THE WORDS.

Good! Then you think, "What is the word?" What do you think?

"WHAT IS THE WORD?"

Right!

Point to number 6. What do you do first?

LOOK AT ALL THE WORDS. (Have students do this.)

Tell me the word.

BALLOON. (Teacher may need to assist.)

Right! Point to the word that is divided the right way. (Students point to answer "f", bal-loon.) Mark the best answer.

Good! Everyone knows how to do the syllables test.

Point to number 7. Choose the best answer. Point to the best answer. (If students are not correct, tell them the word.) The first answer is the best answer. Mark the best answer carefully. (Reinforce correct marking, "g".) Point to number 8. Choose the best answer. Mark the best answer. (Proof and correct from chart II,10.)

Remedial:
Did anyone choose a **best guess**? Did you look for a little word that you know to help you read the word? Was your best guess correct? - Allow time for responses.

You will begin with **number** 9. In each question, the same word is divided into two syllables in three different ways. Choose the word that is divided the right way. Then mark the best answer carefully.

When you come to the bottom of the page where it says "STOP", put your pencil down and wait. If you finish early, you may **check your work** on this page only.

Check: To see if you have chosen the best answer.
To see if you have marked carefully, quick, dark, and inside the line.

Wait until I tell you to go on. Does everyone understand what to do? (Praise students for raising their hand if they do not understand. After three minutes (or sooner, if all are finished) say: Stop! Put your pencil down now.

Remedial:
Monitor. If you see student problems, take time now to review, e.g., looking for little words to help in reading the word and choosing best place for word division - #9 "win-"; #10 "-den", #12 "stand-" #13 "-key".

Turn to **page 4** (chart III,16) in your workbook.

Remedial:
Remember the directions for the "Letter-Sound" test. First, you read the first word in question number 15. (Prompt if necessary.)

CAN.

Good! We might call this the "key word". Think! What does the underlined letter stand for? (May need prompting.)

A SOUND or A.

Great! Say "can". Listen for the sound the underlined letter stands for.

CAN.

Now read the three words under the "key" word. (Teacher reads with students.)

CANE, BABY, LAST.

Think! "Which word has the same sound as the underlined letter in can?" Tell me.

"H", LAST.

Good thinking! You are right! Say "can" and last.

CAN, LAST.

Does last have the same sound as the underlined a in can?

YES.

Then last is the best answer. Mark the best answer, "h", carefully. (Observe and reinforce.) If you don't know all the words, you read the one(s) you know. It might be the best answer. If it isn't, then look for a word that has the same letter(s) as the underlined letter(s). Then you make a guess. What do you do if you don't know the words? (May need to prompt.)

LOOK FOR A WORD WITH THE SAME LETTER OR LETTERS - THEN GUESS.

In this test there is an "a" in each word. Then you might look at "can". It is a CVC word. "Last" is a CVC word, too. (Note: st is a blend with one consonant sound.) This might be your best guess.

Remember, last time we learned it is ok to guess if you don't know the answer.

Read the directions at the top of the page to yourself as I read them. (Teacher reads directions, page 4, workbook.) Begin with number 15 and continue to the end of the page. When you see the sign "go on", go to page 5. Continue until you come to the "stop" sign. "Stop" and lay down your pencil. If you finish early, you may go back to page 4 and check your work. Do all of you understand? (Respond to raised hands and questions.)

Check: How do you check your answers? 1) See if you chose the best answer; 2) See if you marked each answer carefully. Wait.

Begin! (After 3 minutes, say) "Stop". (Reinforce as students lay their pencils down.)

Remedial:
Teacher may need to reinforce guessing strategy - #30, 31, 33 (two vowels, first say its name. Pacing - if you don't know, guess, and go on; or marking behavior.) (Find letters that are the same.)

Remedial (optional):
Look at number 20. The /s/ is at the beginning of the word. The correct answer, "cats", has the /s/ at the end of the word. The sound can be at the beginning, middle, or end of the word. Number 25 is another example.

You have really worked hard today. You know how to take three kinds of tests: vocabulary, syllables, and letter-sounds. Fantastic! I'll see you ___________."

LESSON V: COMPREHENSION A

Review: Lesson I, II, III, and IV.

Note:
Teacher may decide students do not need this practice. Preview to determine if any review is needed before moving to comprehension.

You are ready to take some practice tests. Turn to the vocabulary test on page 6 in your workbook. Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: First, listen to the teacher as she/he reads the question and answer choices. Then choose the best answer and mark the answer bubble carefully. (Pause.) Now look at the sample in the shaded box. Listen to the sentence as I read it to you. "When you are tired you .... a - rest, b - sell, c - rent, d -pet." Which word best completes the sentence? (Pause for answers.) (ER.) (Make sure students point to answer choices as teacher reads them.)

REST.

Yes, the word "rest" is the right answer. (Pause.) That is why the space for the letter "a" next to "rest" has been filled in in your booklet. Are there any questions? (After all questions have been answered, say:)

Do questions 1, 2, and 3 in the first column. Go to number 4 in the second column. Do numbers 4 to 10 down the second column. Remember, it is ok to guess when you don't know the answer. If you don't know the answer, make a best guess and go on. Use your own experiences. Decide which word could complete the sentence. Mark the best answer carefully. How do you mark the best answer?

QUICK, DARK, AND INSIDE THE LINE.
MARK THE ANSWER BUBBLE NEXT TO THE BEST ANSWER.

Good! What do you do when your pencils break? (Prompt if necessary.)

RAISE MY HAND.

That's right. Then I will give you another one. How do you do your best on all the tests? (Prompt.)

LISTEN AND WORK HARD.

Fantastic! You are ready. Listen.

Note - Procedure:
Teacher reads #1-, number of question, sentence, letter, and answer choices, e.g., "number 1: A sack used for groceries is a ______. a. dish, b. box, c. pan, d. bag."

Teacher-directed task: Now move to question #1. (Point.)

1. Listen. A sack used for groceries is a ________.
a. dish b. box c. pan d. bag

Procedure: Reinforce students who point to answer choices as teacher reads them orally.

(Pause. Be sure students have a cue to mark their answers, e.g., "go".)

2. Listen. Someone who is not awake is _________.
a. running b. calling c. playing d. sleeping
Go. (Pause.)

3. Listen. If the sun is shining, it is _________.
a. black b. dark c. day d. night
Go. (Pause.)

4. Listen. When someone is angry, the are _________.
a. glad b. mad c. singing d. happy
Go. (Pause.)

5. Listen. On a farm, a shelter for animals is a ________.
a. plane b. car c. barn d. ship
Go. (Pause.)

6. Listen. When you ride a horse, you ride in a _________.
a. saddle b. chair c. wagon d. cage
Go. (Pause.)

7. Listen. An example of a vegetable is ________.
a. beans b. banana c. muffin d. cookie
Go. (Pause.)

8. Listen. A doctor is called when someone is ________.
a. fine b. happy c. busy d. sick
Go. (Pause.)

9. Listen. When you draw a line below a picture, you draw ________.
a. around it b. beside it c. under it d. over it
Go. (Pause.)

10. Listen. Another word for said is ________.
a. saw c. sat b. told d. put
Go. (Pause.)

(About 10 seconds after reading question 10, say:) Stop! Good laying your pencils down. Turn to page 7 in your workbook. Look at the directions at the top of the page. Read them to yourself as I read them aloud. Directions: A word is divided into two syllables in three different ways. In each of the following questions, choose the word that is divided the correct way. Mark the best answer carefully. Look at Sample A. Look at the word. What is it?

TEAPOT.

Yes, the word is "teapot". Which answer shows how to divide "teapot" into its two syllables? (Pause for replies.)

TEA-POT, ANSWER BUBBLE "B".

Yes, it's "tea-pot", "b".

Remedial:
Listen to the two syllables: "tea-pot". It is divided the right way. That is why the answer bubble for the letter "b" next to "tea-pot" has been marked. Are there any questions? (After all questions have been answered, say:)

Now look at Sample B on page 7. What is the word? (Pause for answers.)

CALLING.

Yes. The word is "calling". Mark the answer bubble for the answer that shows the right way to divide "calling" into two syllables. (Pause.) Which answer bubble did you mark? Pause for replies.

"H".

Yes, you should have filled in the answer bubble for "h" because "h" is the letter for the best answer, "call-ing". Remember, first you decide what the word is. Then you choose the best answer, the word that is divided the right way. Mark the answer bubble next to the best answer. What do you do when you come to the "stop" sign at the bottom of the page?

LAY PENCIL DOWN. CHECK MY WORK ON THIS PAGE ONLY.

Remedial:
How do you check your work?

CHECK TO SEE IF I HAVE CHOSEN THE BEST ANSWER. CHECK TO SEE IF I MARKED CAREFULLY. WAIT.

Good! Are there any questions? (Answer all questions.)

If you are not sure which word is the best answer, do the best you can. It is ok to make a best guess and go on.

Remedial:
What do you do before you choose the answer?

READ ALL THE ANSWER CHOICES.

What do you do if you don't know the word? (Prompt.)

FIND A LITTLE WORD IN THE BIG WORD. CHOOSE THAT ANSWER FOR MY BEST GUESS.

Right!

Everyone, begin with number 1. Go! (After exactly 7 minutes, or sooner if all have finished, say:) Stop! Good laying your pencils down.

Turn to page 8 in your workbook. Look at the directions at the top of the page. Read them to yourself as I read them aloud. ("Directions: Read the first word in each question. Look at the underlined letter or letters in the word. The letter or letters that are underlined stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.") (Pause.) Now look at C in the box marked "Samples".

(Demonstrate.) Read the word. The "ay" in "play" is underlined. Think about the sound of "ay" in "play". (Pause.) Choose the word that has that same sound in it: "way", "cat", "care." Point to it. (Students should point to "a"-"way".) Tell me the best answer. (Pause for answers.)

WAY.

Yes, the word "way" has the same /a/ ($\bar{a}$-sound) sound as the letters "ay" in "play". That is why the answer bubble "a" next to "way" has been filled in. Now look at sample D in the box on page 8 in your workbook. The "y" in "by" is underlined. Think, what is the sound of "y" in "by"? (Pause.) Choose the word with the same sound: "fit", "my", "may". **Mark** the best answer. Which answer bubble did you mark? (Pause for replies.)

G.

Yes, you should have filled in the answer bubble "g" because "g" is the best answer. You are sure **thinking good today**!

Remedial:
Remember, look at the underlined letter or letters in the key word. Think of the sound they (it) stand(s) for. Choose the word that has the same sound. Then mark the best answer.

Point to **number 14**. Begin working here. Continue to **number 17**. Then go to **number 18** and do all the questions to **number 24**. (Have students point.) Continue to **number 25**. Do all the questions to **number 31**. What does the sign tell you to do?

GO ON TO PAGE 9.

Good. You remembered. Do **page 9**. What does the STOP sign tell you to do? (Prompt.)

STOP.
CHECK: DID I CHOOSE THE BEST ANSWERS ON PAGES 8 AND 9?
DID I MARK MY ANSWERS CAREFULLY?
WAIT.
LAY MY PENCIL DOWN.

Remedial:
If you can't read the words, what do you do?

READ THE ONE I KNOW AND MAKE A BEST GUESS.
CHOOSE A WORD WITH THE SAME LETTER AS THE UNDERLINED LETTER.

Good!

Don't spend too much time on any one question. (Pause.) Ready! Start working. (After exactly 5 minutes, or sooner if all have finished, say:) Stop! Good laying your pencils down. Close your workbooks.

Remedial:
Look at #23. The /o/ comes at the beginning of o̲ver. It comes at the end of the best answer, "window". The sound can come at the beginning, middle, or end of the best answer. It is not always in the same place in the best answer as it is in the key word.

Now you're going to practice taking a comprehension test. Turn to **page 10**. (Chart V,27, will be used for this section.) Look at the "DIRECTIONS" at the top of the page. First, they tell you to **read the passage** carefully. (Chart B.) What do you do first?

READ THE PASSAGE.

Good! Then you **read each question that follows the passage**. (Chart B - Read - Step 1.) (Have students point to the question.)

Next you choose the best answer for each question. **When you choose the best answer you, first, read all the answer choices** (Chart A - Read - Step 1.) What do you do after you read each question?

I CHOOSE THE BEST ANSWER FOR EACH QUESTION or READ ALL THE ANSWER CHOICES.

You are right.

> Remedial:
> What do you do **first** when you choose the best answer?
>
> I READ ALL THE ANSWER CHOICES.

Next, you **think and choose** the best answer to the question. Then you **mark the best answer** carefully. (Point to chart V,27.) My turn. Watch me. I am going to take a comprehension test. You tell me if I do it the right way.

First, I will **read the passage carefully.** (Teacher models, reads passage out loud.) Then, I **read** the **question** number 1. (Teacher models, reads question #1.)

THIS STORY TELLS ABOUT.

Next, I **read all the answer** choices. (Teacher models, **reads and points to answer choices:** "bones", "air", "birds", and "holes".) Now I **think about what the story told me. Then I read the question** and all the answer choices again. Everything in this story tells about birds. So birds is the best answer. **What is the best answer?** (Students respond with teacher.)

BIRDS.

Right! Now I **mark** the best answer. (Teacher marks answer bubble "c" next to birds.) I can look back in the story to help me.

> Remedial (to help students look back in the story):
> I did not choose holes, because holes is telling something about birds.
>
> I did not choose bones because bones is telling something about birds.
>
> I did not choose air because air is telling something about birds.
>
> The story is **about** birds.

Now you are ready to **read** question **number** 2. It's your turn. First, read the passage. (Teacher reads orally as students read since you're working on the process now.)

Point to **number 2.** Read the question. (Teacher reads orally as students read silently.)

Read **all** the answer choices. (Teacher reads orally as students read silently.) Think and choose the best answer. Mark it carefully. (Teacher checks and prompts as necessary.) (Teacher points to chart V,27, question #2.)

Remedial:
You can **look in the story and find the sentence that tells about** "holes in the bones". (Point to the sentence and read it.) Everyone read this sentence with me:

THE HOLES IN THE BONES HAVE AIR IN THEM.

Now you **think and choose the best answer**. The best answer is "f", air. Mark the best answer carefully. (Students mark "a" quick, dark, and inside the line.) Did you mark the best answer carefully - **quick, dark,** and **inside the line**? (Teacher checks to make sure everyone has marked correctly.)

You are right!

Remedial (error in marking):
Good checking! Now, erase your mark and do it the right way. (e.g., erase and mark inside the line.)

Now what do you do? (ER.)

READ QUESTION NUMBER 3.

Read it with me. (ER.)

IN WHICH CLASS WOULD YOU READ THIS STORY?

Remedial:
The story doesn't give you the answer. You **think** about your own experiences. When do you read about birds? Do you read about birds in math? (ER.)

NO.

Do you read about birds in science? (ER.)

YES.

Do you read about birds in art? (ER.)

NO. (SOMETIMES.)

Do you read about birds in music? (ER.)

NO (SING ABOUT THEM.)

Now you **choose** the **best answer**. **Point** to it. It is "science", answer bubble "c". **Mark** the best answer carefully. (Mark quick, dark, and inside the line.) (Reinforce careful marking.)

Note: Use your own experience if the story doesn't tell the answer or if you can't read all the words.

Super!

Teacher may need to read the passage and test items and choices with students orally while they learn the process.

Remedial (observe to identify problems:)
After everyone is finished, (questions #1-#3), go over the process with them. Monitor and reinforce the process as it is demonstrated, e.g., "Good **reading** the **passage** first." "Good **reading** the question." "Good reading **all** the answer choices." "Good **looking** in the passage." "Good thinking." "Good **marking** the right answer carefully!"

Everyone, what is the best answer for number 1?

"C".

Right! How did you choose "c"?

I THOUGHT ABOUT THE STORY AND THE QUESTION. THE STORY WAS ABOUT BIRDS. BONES, HOLES, AND AIR WERE TELLING ABOUT BIRDS.

(If someone marked incorrectly, have them erase and correct their answer.) Everyone, what is the best answer for number 2?

"F".

Right again! How did you choose "f"?

I LOOKED IN THE STORY. I FOUND THE SENTENCE THAT TELLS ABOUT "HOLES IN THE BONES".

Fantastic! You are really doing good thinking. (Have everyone proof and correct number 2.) Everyone, what is the best answer for question number 3?

"C".

That is exactly right! How did you think and choose "c"?

I THOUGHT ABOUT MY OWN EXPERIENCES.

(Have students proof and correct.)

You are learning fast. Today you learned how to take a comprehension test. You learned how to think and choose the best answer: (Chart B review.) - Think about what the story tells you.

- Find information in the story that matches information in the question.

- Use your own experiences, what you have seen or done.

Thank you for working so hard! You are good test takers! I'll see you next ____________.

LESSON VI: READING COMPREHENSION B

Review: Lessons I, II, III, IV, and V.

Hello! Today we're going to review the things you learned about taking a comprehension test last time. Then I'm going to show you how to take some new kinds of comprehension tests.

Remedial:
Last time you learned some ways to **think** on a comprehension test (chart B.) Before you choose the best answer to a question, think, **"What is the story about?"** What is one way to think before you choose the best answer?

THINK, "WHAT IS THE STORY ABOUT?"

Another way to find the answer is to **look for key question words or phrases in the question and in the story.** Turn to **page 10.** Look at **number 2.** Look at the **phrase, "holes in the bones".** Find it in the story. Now look at the answer choices. Is there a word in an answer choice and also in the sentence you pointed to **in the story?**

YES.

What is it?

AIR.

So "air" would be a best guess. It is right, too.

When you take a comprehension test, you **read different kinds of passages.** Sometimes the passage is like a story. The passage about birds was like a story.

Sometimes the passage is like a **letter.** On **page 10,** right side, the passage is like a letter. What is this passage like?

A LETTER.

Remedial:
When you read a passage that is like a letter, you look for the name of the person who wrote it. What do you look for?

THE NAME OF THE PERSON WHO WROTE THE LETTER.

Who wrote this letter? (ER.)

NAN.

Then you look at the letter. Who will get Nan's letter? (ER.) (May need to assist.)

DR. SAM.

The letter tells you what Nan wanted to say to Dr. Sam. What does the letter tell you? (ER.)

WHAT NAN WANTS TO SAY TO DR. SAM.

Now, you read to find out what Nan says to Dr. Sam. Read this letter to yourself as I read it out loud. (Teacher reads letter, "Dear Dr. Sam....") After you read the letter you read question number 4. Read with me. (ER.)

NAN WROTE TO A.

Good! What do you do next? (Chart B.)

READ ALL THE ANSWER CHOICES.

Read all the answer choices with me. (ER.) (Note: answer choices are in 2 columns.)

DEN, DOCTOR, MAMMAL, SNAKE.

Good!

Remedial:
Now think. Who did Nan write to? Point to the part of the letter that tells the answer. (Students should point to "Dear Dr. Sam".) What clue will help you?

DR. - HIS TITLE.

Right!

Now choose the best answer. (Pause.) Mark the best answer carefully. Which answer did you mark?

"B" DOCTOR.

You are exactly right! Remember that sometimes the passage uses abbreviations. Now point to number 5. Read the question with me. (ER.)

NAN LEARNED THAT MAMMALS ________.

Now read all the answer choices.

GO TO SLEEP WHEN THEY GET COLD.
STAY AWAKE IN THE COLD.
ARE SNAKES.
DO NOT HAVE A TEMPERATURE.

Remedial:
How do you think? (Point to chart B.) #1. What is the letter about? and (Pause) #2. What is the "key idea" of the question? Look at the words and question words. What is the question asking about?

MAMMALS.

Good. You can guess the "idea" even when you can't read it. Now look in the story. Find the sentence or sentences that tell about the key idea in the story, mammals. Point to it. ("I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.")

You learned that Nan is a mammal.

You learned that Nan does not go to sleep when she gets a cold. So, mammals don't go to sleep everytime they are cold.

Did Nan learn that mammals go to sleep everytime they get cold?

NO.

Did Nan learn that mammals can stay awake even when they get cold? Why?

YES. (BECAUSE SHE'S A MAMMAL AND SHE DOESN'T GO TO SLEEP EVERYTIME SHE GETS COLD.)

Remedial:
Did Nan learn that snakes are mammals?

NO.

Did Nan learn that mammals do not have a temperature?

NO.

Good! Now choose the best answer. Everyone point to the answer. (Check.) Mark the best answer carefully! (Students mark answer "j".)

Great! You did it exactly right! Now, do number 6. (Teacher prompts individuals as necessary.)

Sometimes, the passage has pictures and directions in it. You use the pictures and directions when you answer the questions. Turn to page 11. This is a comprehension test. The passage has pictures and directions. What does the passage have?

PICTURES AND DIRECTIONS.

Right! You will use the pictures and directions to answer the questions. What will you use to answer the questions?

PICTURES AND DIRECTIONS.

Remedial:
You are ready to do the test. (Show chart B.) What do you do first? (Point to chart.) Say it with me.

READ THE PASSAGE.
READ THE QUESTIONS.
READ ALL THE ANSWER CHOICES.

You are right! Everyone, read with me. (Teacher and students read orally from chart B.) Now you think. How do you think? (Show chart B. Point to chart.) Say it with me.

1. WHAT IS THE STORY ABOUT? (Pause.)
2. WHAT IS THE "KEY IDEA, WORD" OF THE QUESTION? (Pause.)
3. FIND THE SENTENCE(S) IN THE PASSAGE THAT TELLS ABOUT THE "KEY IDEA, WORD". (Pause.)
4. THINK ABOUT AND CHOOSE THE BEST ANSWER.

Read the passage with me, out loud. (Teacher and students read together. Focus is now on the process.) That was good reading with me. What do you do next? (Point to chart B.)

READ THE QUESTION NUMBER 7.

Right! Read the first question under the passage with me. (Teacher and students read together.)

WHEN PUT TOGETHER THE YUM-YUM WILL LOOK LIKE A _______.

Now what should you do? (Chart B.)

READ ALL THE ANSWER CHOICES.

Good thinking! You read all the answer choices. Read with me.

SANDWICH.
PIE.
BOX.
CANDY BAR.

Next you think and then choose the best answer. This passage tells how to make yum-yums. The question asks what yum-yums look like. Look at the passage. What will help you answer the question?

THE PICTURE.

Optional:
Good. Look on the chart, (Chart B, #3). Read with me. (ER.)

FIND THE SENTENCE(S) IN THE PASSAGE THAT TELLS ABOUT THE "KEY IDEA".

Now, there is no sentence that tells what the yum-yum looks like. But there is something else. What is it? (ER.)

THE PICTURE.

Super! You did good thinking. (Teacher adds the word "pictures" on chart B, #2, C, blank space.) Sometimes a picture tells the answer to the question. What does the picture tell you? What does the yum-yum look like? (ER.) (Prompt. "Look at the answer choices.")

IT LOOKS LIKE A SANDWICH.

Now you choose the best answer. (Teacher may need to read choices orally with students.) (Students should point to "a".) Good! Mark the best answer for number 7. (Students mark "a".)

Great! You learned how to think and choose the best answer by using a picture in the passage. Point to number 8. Read the question with me. (ER.)

STEP 5 TELLS YOU HOW TO ________.

Remedial:
Step 5 is a part of the directions for the recipe.

Read the answer choices. (ER with teacher.)

EAT THE YUM-YUM.
PUT THE YUM-YUM TOGETHER.
MAKE THE YUM-YUM.
COOK THE YUM-YUM.

Now you are ready to **think** and **choose** the best answer.

Remedial:
How do you **think**? (Chart B.)

FIRST I ASK MYSELF, "WHAT IS THE PASSAGE ABOUT?"

You've already done that. Then you do what?

I ASK MYSELF, "WHAT IS THE 'KEY IDEA, WORD' OF THE QUESTION?"

What is it? Tell me. (ER.)

STEP 5 - TELLS.

Good! What does number 3 on the chart (chart B) say? (ER with teacher.) Everyone read with me.

3. FIND THE SENTENCE(S) (PICTURES, __________) IN THE PASSAGE THAT TELL ABOUT THE "KEY IDEA".

Everyone point to **step 5.** (Students should point to step 5.) Let's read it together. (ER.)

5. BAKE AT 350° F. FOR 5 MINUTES.

Good reading! Now **think** about the answer choices and **choose** the best answer.

Remedial:
(Teacher points to number 3 on chart B.) Does step 5 tell you **how to eat the yum-yum?**

NO!

Does step 5 tell you **how to put the yum-yum together?**

NO!

Does step 5 tell you **how to make the yum-yum?**

NO! (May need to clarify that it only tells one thing about how to make the yum-yum.)

Does step 5 tell you **how to cook the yum-yum?**

YES.

Mark the best answer on your answer sheet. (Check - j.) (Pause.)

Sometimes the answer uses a word that means about the same as a word in the passage sentence. What word means about the same as **cook** in the passage? (ER.)

BAKE.

Optional:
So, we can add something to step #2, C. That is **word(s)**. (Teacher writes "word(s)" in the blank on chart B, #2, C.) Find the sentence(s) (**picture(s)**, **word(s)** in the passage that tells about the question.

We also **use directions.**

Optional:
So we can add **directions** in the blank on chart B #2, C. (Teacher **writes "directions"** in chart B, #2, C, blank space.)

Now you are ready to do **number 9.** Everyone **point** to **number 9.**
What do you do first? (May refer to chart B.)

READ PASSAGE.

You've already done this. Ok! What do you do now?

READ THE QUESTION.

Everyone do it. (Students do by themselves.) Good. What do you do next?

Remedial:
If you can't read all the words, read the ones you can. You will begin to get an idea. Then look for words in the passage that are like the answer choices if you don't know the answer. If you find one, choose that answer choice as your best guess.

READ ANSWER CHOICES.

Everyone do it. (Students do by themselves.)

Remedial:

FIRST I ASK, "WHAT IS STEP 2-A ABOUT?"

Then what do you do?

I ASK, "WHAT IS THE QUESTION?"

Now find the answer choice that answers the question. Everyone, do this. Choose the best answer. Mark the best answer. (Students should mark answer "b".) (If someone has a problem, go back and have peer model process and tell what they're thinking. Everyone needs to have correct response.)

Everyone, tell me the correct answer! (ER.)

"B". ONE CANDY BAR AND ONE COOKIE.

Fantastic! You are really doing great! You have learned a lot about taking comprehension tests. You are working hard. I know you are going to do well on the big test. I'll see you _______________.

LESSON VII: READING COMPREHENSION C

Review: Lessons I, II, III, IV, V, and VI.

Hello! You really did a good job last time! I'm proud of you. Today you will practice some more. Then you will be ready to take the big test. Turn to **page 12.**

Remedial:
Sometimes when you take a comprehension test, you **can't read all the words.** When this happens, you **read all the words in the passage that you can.** If you look carefully, you will begin to **get some ideas about the passage.** You **will see some words** that **you can read.**
Look at this passage (chart VII,38). Tell me some words that you can read in this passage. (Have students share.) Good!

Now read question #10. Read the passage (story). (Pause.)

Remedial:
What are some words that you can read? (Allow time for student responses.)

Read all the answer choices. (Pause.) (Have students share.)

Remedial:
Notice that one of the answer choices is **"birthday".** Is that word in the story?

YES.

Then **birthday** may be your best guess. If you don't know the words, you will choose your best guess for the answer. If you have to guess, you might guess **birthday.** You might be right. Let's see if you are right.

Optional:
Teacher should go through steps on chart B with students as they select the best answer, **birthday.**

Choose the best answer. The best answer is "c". Birthday is the right answer.

Remedial:
What do you do if you can't read all the words?

LOOK AT THE WORDS THAT I CAN READ IN THE STORY, IN THE QUESTION, AND IN THE ANSWER CHOICES. SEE IF ONE OF THE ANSWER CHOICES WORDS IS IN THE STORY. **I CAN MAKE A GUESS.** I MIGHT GET IT RIGHT!

Teacher may need to provide added prompts.

You will do this test by yourself. If you have questions, raise your hand. Stop when you come to the stop sign. You may go back to number 10 and check your answers. (Teacher monitors, reinforces correct process and provides individual and/or group feedback.) (When all students have completed test, say: "STOP, lay your pencils down and close your booklets so your name is on top.") Great! Everyone remembered how to take a comprehension test! You are learning a lot!

Remedial (for extra practice):
Now you are ready to **practice taking the comprehension tests by yourself.** Look at the directions at the top of the page 13. Read them to yourself as I read them aloud. "Directions: Carefully read the passage. Next, read all the questions that follow the passage. Choose the best answer for each question. Then mark the answer bubble next to the best answer ." (Pause.) After you finish page 13, go on to pages 14 and 15. Keep working until you come to the bottom of page 15, where it says "STOP". You may check your answers on pages 13, 14 and 15 if you finish early. (Pause.)

Optional:
(Teacher may review Chart B.)

Remember, **read the passage**; then **answer the questions** about the passage. **Choose the best** answer for each question. **Mark** the space for your answer. Does everyone understand what to do?

(Pause. Answer all questions. Then say:) If you're not sure about the answer to a question, what do you do?

MAKE A BEST GUESS.

Right! **Don't spend too much time** on any one question. What do you do if your pencils break?

RAISE MY HAND.

Good! (Pause.) You may start now. (After exactly **5 minutes**, or sooner if all have finished, say:)

Stop! Good laying your pencils down. Close your workbook.

You really are good test takers. Thank you for working so hard! You will do good on the big test.

Optional:
Turn to page 2. We will review how to take a vocabulary test. Remember, you listen to the teacher read a question. You listen for the "key idea". What do you listen for?

KEY IDEA.

Right! Point to SAMPLE. (Show chart I,4, page 2, of student workbook.) Listen! "When you are tired, you _______." "a - rest, b - sell, c - rent, d - turn."

(Students point to SAMPLE answer choices as teacher reads.) Right! Choose the best answer. Everyone, tell me which is the best answer?

"A" - REST.

What answer would you mark?

REST.

Great! You remembered how to take a vocabulary test!

Optional:
Turn to page 3. This is a syllables test. In each question, the same word is divided into syllables in three different ways. First, you look at the answer choices and decide what the word is. Then, you choose the word that is divided the best way. Look at SAMPLE A. (Point to chart II, 10.)

Remedial:
What do you do first?

LOOK AT THE ANSWER CHOICES.

Right! What do you decide?

THE WORD.

Great! Now, how do you choose the best answer? Which word is the best answer in Sample A?

"B" - TEA-POT.

You're right! Tea-pot. (Teacher marks correct answer.) You remembered how to take a syllables test! If you can't read the words, you look for little words in the big words. That may help you guess.

Optional:
You learned how to take a **letter-sound test.** Turn to page 4. (Show chart III,16.) Remember, when you take a letter-sound test, you **read the word with the underlined letter or letters.** What do the underlined letter(s) stand for? (May need to prompt.)

A SOUND.

Right! Then you **read all the answer** choices. What do you think? (May need prompting.)

WHICH ANSWER CHOICE HAS THE SAME SOUND IN IT AS THE SOUND THE UNDERLINED LETTER(S) STAND FOR?

You're doing good thinking! **Look** at Sample C (Teacher **points** to Sample C, chart III,16.) **Choose** the best answer. (Check on process, reinforce.) Mark the best answer, "A". (Students can mark over the answer already marked.)

What do you do when you can't read all the words?

READ THE ONES I KNOW. DECIDE IF ONE IS THE BEST ANSWER.

Then what do you do?

GUESS.

Remedial:
How do you guess? (Review guess strategies - see review.) If you can't read the words, you can guess by looking for a word in the answer choice that has the **same letters** as the **underlined letters.** How can you guess?

LOOK FOR THE WORD WITH THE SAME LETTERS THAT ARE UNDERLINED.

When you guess, you read the word(s) that you know. You might find that word is the right answer.

If the word you know **is not the right answer,** then you choose a word you **do not** know. It might be right. **How do you** guess?

- LOOK FOR A WORD THAT HAS THE SAME LETTER(S) THAT ARE UNDERLINED.
- LOOK FOR WORD(S) THAT I **CAN** READ. IT MIGHT BE RIGHT.
- IF THE WORD(S) I CAN READ IS NOT THE RIGHT ANSWER, I GUESS ONE OF THE WORDS I CAN'T READ. IT MIGHT BE RIGHT.

You will do good on the big test. You know how to take tests. You know how to guess.

It is important to do good on the big test. It shows your parents and teachers what you have learned. When you do good on the big test, what do you show?

I SHOW WHAT I HAVE LEARNED.

Good! You have worked very hard. You know how to take the big test. You can show what you have learned. You will be good test takers! I will see you ___________.

LESSON VIII - REVIEWS

Lesson II
Box A - Review

Teacher ask questions:

1. **How do you show the teacher you are finished?**

   LAY MY PENCIL DOWN.

2. **How do you mark your answer carefully?**

   QUICK, DARK, AND INSIDE THE LINE.

3. **What happens if you do not mark your answer carefully?**

   IT MIGHT BE WRONG.

   What happens if you put marks on your paper (not inside answer bubble)?

   MY ANSWERS MIGHT BE COUNTED WRONG

4. **To choose the best answer, what do you do first?**

   READ ALL THE ANSWER CHOICES

5. **What does a teacher want you to do when the teacher tells you to pay attention?**

   LISTEN AND MARK BEST ANSWERS CAREFULLY.

6. **Turn to page 2. This is a vocabulary test. What do you do first?**

   LISTEN TO THE TEACHER.

   Then, what do you do?

   READ ALL THE ANSWER CHOICES AS THE TEACHER READS THEM.
   THINK AND CHOOSE THE BEST ANSWER.
   MARK THE BEST ANSWER

Lesson III - Review
(Go over Lesson II - Review.)

7. **Turn to page 2. This is a vocabulary test. What does a vocabulary test ask?**

   THE MEANING OF A WORD(S).

8. **What do you do if you don't understand the teacher?**

   RAISE MY HAND.

9. **What do you do if you forget what the teacher said?**

   RAISE MY HAND.

   What other times should you raise your hand?

   IF I DON'T UNDERSTAND
   IF I LOSE MY PLACE

10. **Turn to page 3. This is a syllables test. Point to SAMPLE A. What do you do first?**

    LOOK AT ALL THE ANSWER CHOICES

    After you look at the answer choices, what do you think?

    WHAT IS THE WORD?

    When you know the word what do you do next?

    FIND THE ANSWER CHOICE THAT IS DIVIDED THE RIGHT WAY
    (THAT IS DIVIDED INTO TWO WORD PARTS (SYLLABLES) THE RIGHT WAY)

    How do you check to see if it is the best choice?

    SAY EACH WORD PART; THEN SAY THE WORD TO SEE IF IT SOUNDS OK

    If you can't decide what the word is, what can you do?

    LOOK FOR A LITTLE WORD IN THE BIG WORD.

    Which answer choice would be your best guess?

    THE WORD WITH THE LITTLE WORD IN IT.

    When do you choose the "best guess"?

    AFTER I READ ALL THE ANSWER CHOICES I CAN.

Lesson IV - **Review**
(Go over Lessons II and III - Reviews.)

11. **Turn to page 2. This is a vocabulary test. When you are not sure of the answer, you choose your best guess. What do you use?**

MY OWN EXPERIENCES, WHAT I HAVE SEEN OR DONE.

12. **What do you do if you lose your place?**

RAISE MY HAND.

13. **Turn to page 4. This is a letter-sound test. Point to SAMPLE C. Which word do you read first?**

THE FIRST WORD (KEY WORD, WORD WITH LETTERS UNDERLINED).

What do the underlined letters stand for?

SOUND(S)

What do you look for in the answer choices? (Prompt)

A WORD WITH THE SAME SOUND AS THE UNDERLINED LETTER(S) IN THE FIRST WORD.

What might fool you? (Prompt)

THE UNDERLINED LETTER(S) CAN STAND FOR MORE THAN ONE SOUND
or
MORE THAN ONE LETTER MAY SPELL ONLY ONE SOUND
or
THE SOUNDS MAY BE AT THE BEGINNING, MIDDLE, OR END OF THE WORD.

14. **Turn to page 5. Look at the "stop" sign. What does it tell you to do? (Prompt as necessary)**

STOP
GO OVER MY ANSWERS

How do you go over your answers?

CHECK TO SEE IF I HAVE CHOSEN THE BEST ANSWER
CHECK TO SEE IF I MARKED CAREFULLY, QUICK, DARK, AND INSIDE THE LINE
WAIT

Lesson V - Review
(Go over Lessons II, III, and IV Reviews.)

15. **What do you do when your pencil breaks?**

RAISE MY HAND.

16. **Turn to page 4. This is a letter-sounds test. What do you do before you choose the best answer?**

READ THE FIRST WORD
and
READ ALL THE ANSWER CHOICES

What can you do if you can't read the words?

FIRST, READ ALL THE WORDS I KNOW.
ONE MIGHT BE THE BEST ANSWER.

What do you do if it isn't?

FIND AN ANSWER CHOICE THAT HAS THE SAME LETTER AS THE UNDERLINED LETTER.

Optional:

What do you do if there are two words with the same letter as the underlined letter?

LOOK AT THE KEY WORD.
IF IT IS A CVC WORD, I LOOK FOR THE ANSWER CHOICE THAT IS A CVC WORD.

The first (key) word has a letter underlined at the beginning of the word (e.g., number 25). Does the best answer have the sound at the beginning of the word?

IT MIGHT HAVE THE SOUND AT THE BEGINNING, MIDDLE, OR END OF THE WORD.

Lesson VI - Review
(Go over Lessons II, III, IV, and V)

17. **Turn to page 10. This is a comprehension test. What do you do first?**

READ THE PASSAGE (STORY) CAREFULLY.

Then what do you read?

THE QUESTIONS.

What do you do first when you choose the best answer?

READ ALL THE ANSWER CHOICES

Where can you look to find the answer?

BACK IN THE STORY.

Is it OK to use your own experiences when you can't read all the words?

YES

When the story doesn't tell the answer, what can you do?

USE MY OWN EXPERIENCES.

Lesson VII - Review
(Go over Lessons II, III, IV, V, and VI)

18. **When you take a comprehension test, what kind of words will help you find the answer?**

    QUESTION WORDS
    WORDS IN THE QUESTION AND IN THE STORY
    WORDS IN THE ANSWER CHOICES AND IN THE STORY

19. **Turn to page 10. This is a comprehension test. Look at the passage on the left side. What kind of passage is this?**

    A STORY.

    Now, look at the passage on the right side. What kind of passage is this?

    A LETTER.

20. **What do you look for when you read a letter?**

    THE NAME OF THE PERSON WHO WROTE IT.
    THE NAME OF THE PERSON WHO GETS IT.

    What do you learn when you read a letter?

    WHAT ONE PERSON TELLS ANOTHER PERSON.

21. **Turn to page 11. This is another comprehension test. Do you use the pictures and directions to answer questions?**

    YES.

    Sometimes the passage uses a word that means about the same as a word in the answer choices. Show me an example on page 11.

    ANSWER CHOICE "I" - COOK
    STEP 5 - BAKE

22. **When you can't read all the words in the answer choices, what do you do?**

    READ THE ONES I KNOW FIRST.
    SEE IF ONE OF THEM IS THE BEST ANSWER.

Lesson VIII - **Review**
(Go over Lessons II, III, IV, V, VI, and VII Reviews)

PRETEST | P3

Pretest (Test Taking Skills)

Materials needed:
Teacher - 1) Student Workbook
2) Pencil
Student - (Will use Student Workbook)

Procedures:
If the teacher is right handed, student should sit on teacher's left side. This allows the teacher to record easily.

Teacher: Hello, __________________. I'm __________________.

Teacher: Today, I'm going to ask you some questions. I will make some notes about the things you tell me. These will help me as I help you learn. Do you ever forget? (YES) So do I! That's why I need to write notes - so I will remember what you tell me.

Teacher: (Drop pencil). Oops! I dropped my pencil. I made a mistake. That's OK. I'll be more careful next time. Do you ever make a mistake? (YES) That's OK. Mistakes can help us to learn, can't they? If I ask you something today and you don't know the answer, we won't worry, OK. That helps me to know how I can teach you. Then you'll know the answers. That will be good. Let's go! (Use child's name).

Teacher: Turn to page 3 in your workbook (assist if necessary). Point to the SAMPLE A (show students). This is a syllables test.

1. What do you do before you choose the right answer?

☐ READ ALL THE ANSWER CHOICES
Comments: (Record what student says)

2. What can you do if you loose your place?

☐ RAISE MY HAND
Comments:

3. How do you mark your answer carefully?

☐ QUICK, DARK, AND INSIDE THE LINE
Comments:

4. What happens if you do not mark your answer carefully?

☐ IT MIGHT BE COUNTED WRONG
Comments:

5. How do you show the teacher you are finished?

☐ LAY MY PENCIL DOWN
Comments:

6. What happens if you put marks on your paper (other than inside the answer bubble)?

☐ MY ANSWER MIGHT BE COUNTED WRONG
Comments:

7. Turn to page 2 in this workbook. This is a vocabulary test. What does it ask?

☐ THE MEANING OF A WORD
OR
☐ FINISH (COMPLETE) A SENTENCE (OR STORY)
OR
☐ LISTEN TO THE TEACHER READ
Comments:

When you take a vocabulary test, what do you do first?

☐ LISTEN TO THE TEACHER
Comments:

Then what do you do?

☐ READ ALL THE ANSWER CHOICES AS THE TEACHER READS THEM. THINK AND CHOOSE THE BEST ANSWER
☐ MARK THE BEST ANSWER
Comments:

How do you choose your best guess on a vocabulary test?

☐ THINK ABOUT (USE) MY OWN EXPERIENCES
Comments:

8. What do you do if you don't understand the teacher?

☐ RAISE MY HAND
Comments:

9. What do you do if you forget what the teacher said?

☐ RAISE MY HAND
Comments:

10. Turn to page 3. This is a syllables test. Point to SAMPLE A. What do you look for in a syllables test?

☐ A WORD THAT IS DIVIDED THE RIGHT WAY
OR
☐ THAT IS DIVIDED INTO TWO SYLLABLES (WORD PARTS) THE RIGHT WAY
Comments:

How do you check to see if you chose the best answer?

☐ SAY EACH WORD PART; THEN SAY THE WORD TO SEE IF IT SOUNDS OK
Comments:

If you can't decide (understand) what the word is, what can you do?

☐ LOOK FOR A LITTLE WORD IN THE BIG WORD.
OR
☐ CHOOSE MY BEST GUESS
Comments:

When do you choose the "best guess"? or What do you do before you choose your best guess?

☐ READ ALL THE ANSWER CHOICES THAT I CAN
☐ AFTER I READ ALL THE ANSWER CHOICES THAT I CAN.
Comments:

11. Is it OK to guess?

☐ YES
Comments:

12. What do you do if you don't understand what the teacher says?

☐ RAISE MY HAND.
Comments:

13. Turn to page 4. This is a letter-sound test. Point to SAMPLE C.
Which word do you read first?

☐ THE FIRST WORD
OR
☐ THE WORD THAT HAS A LETTER UNDERLINED.
Comments:

What does the underlined letter stand for?

☐ SOUND(S)
Comments:

What do you look for in the answer choices?

☐ A WORD WITH THE SAME SOUND AS THE UNDERLINED LETTER(S) IN THE FIRST WORD.
Comments:

Sometimes this test is tricky. How can it be tricky?

☐ THE UNDERLINED LETTER(S) CAN STAND FOR MORE THAN ONE SOUND
OR
☐ MORE THAN ONE LETTER MAY SPELL ONLY ONE SOUND
OR
☐ THE SOUND(S) CAN BE FOUND IN THE BEGINNING, MIDDLE, OR END OF THE ANSWER CHOICE.
OR
☐ ONE SOUND CAN BE SPELLED BY DIFFERENT LETTERS.
Comments:

Is the sound always in the same place in the best answer as it is in the (first) key word?

☐ NO
Comments:

Where can you find the sound in a best answer?

☐ IN THE BEGINNING, MIDDLE, OR THE ENDING
Comments:

14. What should you do if you break your pencil lead?

☐ RAISE MY HAND
Comments:

15. Turn to page 10. This is a comprehension test. When you take a comprehension test, what would you do first?

☐ READ THE STORY (PASSAGE)
Comments:

What do you do next?

☐ READ THE QUESTION UNDER THE STORY (PASSAGE).
Comments:

What do you do after you read the question?

☐ READ ALL THE ANSWER CHOICES
Comments:

Where can you look to find the answers?

☐ THE ANSWER CHOICES
and
☐ BACK IN THE STORY
Comments:

When the story doesn't tell the answer, what can you do?

☐ USE MY OWN EXPERIENCES
Comments:

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What can you do when you can't read all the words?

☐ READ ALL THE WORDS I KNOW IN THE STORY, QUESTION, AND ANSWER CHOICES.
☐ DECIDE IF ONE OF THE ANSWER CHOICES (THAT I CAN READ) IS THE RIGHT ANSWER.
Comments:

What do you do if you still don't know the answer?

☐ LOOK FOR A WORD IN THE STORY THAT IS LIKE AN ANSWER CHOICE.
☐ CHOOSE IT FOR THE BEST GUESS.
Comments:

16. Turn to page 11. This is another kind of comprehension test. What information can you use to find the answer?

☐ PICTURE
and
☐ DIRECTIONS
and
☐ WORDS
Comments:

17. Turn to page 10. What kind of passage do you see on the right side?

☐ A LETTER

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SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

Developed by:

Thomas Edward Scruggs
N. Joanne Williams

November 1983

Primary 3
Directions

for your first name. Print your middle initial at the bottom of the "M" column. If any part of your name is too long for the space provided, print as many letters as you can, but do not let the letters for your last name run into the boxes for your first name. (Pause.) **Now, in the column above each box, fill in the circle that has the same letter as the letter in the box. Be sure to mark only one circle in each column. Fill in the blank circle at the top of every column in which you have not marked a letter. Be sure to make heavy, shiny marks that cover the whole circle. If you make a mistake, erase your mark completely. If you have any questions, raise your hand.**

Pause until all pupils have finished filling in the Name Grid. Then say:

Now look at the section headed "Date of Birth," to the right of the Name Grid. (Demonstrate.) **Fill in the circle next to the month in which you were born.** (Pause.) **Under "Day," fill in the circles that show the day of the month on which you were born. If you were born on the 25th, for example, fill in the circle for "2" in the left column, and the circle for "5" in the right column.** (Pause.) **Under "Year," fill in the circles that show the year of your birth. If you were born in 1974, for example, fill in the circle for "7" in the left column, and the circle for "4" in the right column.** (Pause.) **In the last section to the right, find the place where it says "Sex."** (Demonstrate.) **Fill in the circle after "Male" if you are a boy, or after "Female" if you are a girl.** (Pause.) **Now check to make sure you have correctly filled in all the required information.**

Pupils are not to fill in the "Student Number" or "Other Information" section unless you have specific instructions from your school administration.

Check to see that the identifying information has been filled in correctly. Then say:

You will mark all your answers in your booklet. Do not make any stray marks on it. For each question, choose the best answer. Then mark the space for your answer. Be sure to mark only one space for each question. Make your mark heavy and shiny and see that it completely fills the space. If you change your mind after you've marked an answer, erase your wrong mark completely; then make your new mark.

On the chalkboard, show pupils how to fill in an answer space. Answer all questions. Then say:

Now turn your booklet over so that the front cover is on top. (Demonstrate.)

Go on to the section entitled "First Sitting, Reading Comprehension."

Distributing NCS Machine-Scorable Test Booklets

The scoring machine used to process the NCS Test Booklets is capable of almost 100% accuracy if the booklets are marked properly and kept in good physical condition. Remind pupils to handle their booklets with care; to record their answers with heavy, dark marks; and to avoid making stray marks on their booklets. The booklet pages should never be folded, clipped, or torn.

Have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

You are going to take several tests to show how much you have learned. I am going to give each of you a test booklet. Do not open it or write in it until I tell you to do so.

Distribute the test booklets with the Name Grid on the back cover face up. Say:

Your test booklet is going to be scored by machine, so be careful with it. Keep it as clean as possible and don't bend or fold the pages. (Pause.) **Look at the back page of your test booklet.** (Demonstrate.) **Turn your booklet sideways and find the spaces for your name, teacher, grade, school, city, state, today's date, and your date of birth. Print your name.** (Pause.) **Now fill in the rest of the required information. Be sure to print.**

See that all pupils have the right place. Give help with teacher's name, date, etc., as needed. After all descriptive information has been entered correctly, say:

Turn your booklet up again and find the Name Grid. (Demonstrate.) **Locate the columns labeled "Last Name," "First Name," and "M." In the boxes directly beneath the part labeled "Last Name," print as many letters of your last name as you can. Use one box for each letter. Do the same for your first name. Print your middle initial in the box directly beneath "M." If any part of your name is too long for the spaces provided, print as many letters as you can, but do not let the letters for your last name run into the boxes for your first name.** (Pause.) **Now, in the column below each box, fill in the circle that has the same letter as the letter in the box. Be sure that you mark only one circle in each column. Fill in the blank circle at the top of every column in which you have not marked a letter. Be sure to make heavy, shiny marks that cover the whole circle. If you make a mistake, erase your mark completely. If you have any questions, raise your hand.**

Pause until all pupils have finished filling in the Name Grid. Then say:

Now look at the box headed "Date of Birth." (Demonstrate.) **In the section labeled "Month," fill in the circle next to the month in which you were born.** (Pause.) **In the section labeled "Day," fill in the circles that show the day of the month on which you were born. If you were born on the 25th, for example, fill in the circle for "2" in the left column, and the circle for "5" in the right column.** (Pause.) **In the section labeled "Year," fill in the circles for the year of your birth. If you were born in 1974, for example, fill in the circle for "7" in the left column, and the circle for "4" in the right column.** (Pause.) **Now find the box to the right of the "Date of Birth" section, where it says "Grade." Fill in the circle for the grade you are in.** (Pause.) **In the box above the "Grade" box, fill in the circle under "Male," if you are a boy, or under "Female," if you are a girl.** (Pause.) **Now check to make sure you have filled in all the required information.**

Pupils are not to fill in the "Student Number" or "Other Information" section unless you have specific instructions from your school administration.

Check to see that the identifying information has been filled in correctly. Then say:

You will mark all your answers in your booklet. Do not make any stray marks on it. For each question, choose the best answer. Then mark the space for your answer. Be sure to mark only one space for each question. Make your mark heavy and shiny and see that it completely fills the space. If you change your mind after you've marked your answer, erase your wrong mark completely; then make your new mark.

On the chalkboard, show pupils how to fill in an answer space. Answer all questions. Then say:

Now turn your booklet over so that the front cover is on top. (Demonstrate.)

The procedures used in the machine scoring of NCS Test Booklets make it necessary for the pupil's name to appear in the space provided at the bottom of each even-numbered booklet page. When the administration of a given subtest has been completed, instruct pupils to print their names on each even-numbered page of that subtest before you collect the booklets or continue with the administration of the next subtest.

Go on to the section entitled "First Sitting, Reading Comprehension."

Distributing Hand-Scorable Test Booklets

Have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

You are going to take several tests to show how much you have learned. I am going to give each of you a test booklet. Do not open it or write on it until I tell you what to do.

Distribute the test booklets with the information spaces on the back cover face up. Say:

Look at the back page of your test booklet. Find the spaces for your name, teacher, grade, school, and today's date. (Demonstrate.) **Print your name.** (Pause.) **Now fill in the rest of the required information. Be sure to print.**

See that all pupils have the right place. Give help with teacher's name, date, etc., as needed. After all descriptive information has been entered correctly, say:

You will mark all your answers in your booklet. For each question, choose the best answer. Then mark the space for your answer. Be sure to mark only one space for each question. If you change your mind after you've marked an answer, erase your wrong mark completely; then make your new mark.

Answer any questions pupils may have.

Go on to the section entitled "First Sitting, Reading Comprehension."

First Sitting
READING COMPREHENSION

30 min

To administer the Reading Comprehension subtest, say:

Open your booklet to page 2. Fold your booklet back so that only page 2 is showing.

Demonstrate. Make sure all pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen." (Pause.) **After you finish page 2, go on to pages 3, 4, 5, 6, 7, 8, 9, and 10. Keep working until you come to the bottom of page 10, where it says "STOP." If you finish early, you may check your work on pages 2 through 10, but do not go on to page 11.** (Pause.)

If answer folders are being used, show pupils where to find the answer spaces for Reading Comprehension. Remind them not to mark in their booklets.

Remember, read the passage; then answer the questions about the passage. Choose the *best* answer for

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each question. Mark the space for your answer. Does everyone understand what to do?

Pause. Answer all questions. Then say:

If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If both your pencils break, raise your hand and I will give you another pencil. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

◆ After *exactly 20 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Second Sitting
WORD STUDY SKILLS

If you are starting a new sitting, have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

I am going to give you your booklet again. Don't open your booklet until I tell you what to do.

Distribute the test booklets so that each pupil gets the right booklet and answer folder, if answer folders are being used. Then say:

Open your booklet to page 11. Fold your booklet back so that only page 11 is showing.

Demonstrate. Make sure all pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: In each question the same word is divided into syllables in three different ways. Decide which is the correct way to divide the word. Then mark the space for the answer you have chosen." (Pause.) **Now look at A in the shaded box marked "Samples." What is the word?**

Pause for replies. Then say:

Yes, the word is "headroom." Which answer shows how to divide "headroom" into its two syllables?

Pause for replies. Then say:

Yes, it's "head-room." Listen to the syllables: "head-room." That is why the space for the letter "b" next to "head-room" has been filled in in your booklet. Are there any questions?

If answer folders are being used, show pupils where to find the answer spaces for Word Study Skills. Point out how Sample A has been marked on the answer folder. After all questions have been answered, say:

Now look at B in the shaded box marked "Samples" in your booklet. What is the word?

Pause for replies. Then say:

Yes, the word is "lively." Mark the space for the answer that shows the correct way to divide "lively" into its syllables. (Pause.) **Which space did you mark?**

Pause for replies. Then say:

Yes, you should have filled in the space for "h" because "h" is the letter of the correct answer, "live-ly."

If answer folders are being used, remind pupils to fill in the answer space on their answer folders. Pupils are *not* to mark the sample in their booklets.

Remember, decide what the word is. Choose the answer that shows the correct way to divide the word into its syllables. Then mark the space for your answer. When you come to the bottom of the page where it says "STOP," put your pencil down and wait. If you finish early, you may check your work on this page only. Do not go on until I tell you to. Does everyone understand what to do?

After all questions have been answered, say:

If you are not sure how a word should be divided, do the best you can, but don't spend too much time on any one word. If both your pencils break, raise your hand and I will give you another pencil. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

◆ After *exactly 10 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now. Turn to page 12 and fold your booklet back so that only page 12 is showing. (Demonstrate.) **Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Look at the word with the underlined letter or letters. The underlined letter or letters stand for a sound. Decide which of the other three words has the same sound in it. Then mark the space for the answer you have chosen."** (Pause.) **Now look at C in the shaded box marked "Samples."** (Demonstrate.) **The "i" in "side" is underlined. Think about the sound of "i" in "side."** (Pause.) **Which of the other three words . . . "like" . . . "fish" . . . "pill" . . . has the same sound?**

Pause for replies. Then say:

Yes, the word "like" has the same /ī/ sound as the letter "i" in "side." That is why the space for the letter "a" next to "like" has been filled in in your booklet.

If answer folders are being used, point out how Sample C has been marked on the answer folder.

Now look at D in the shaded box marked "Samples" in your booklet. The "o" in "go" is underlined. Think about the sound of "o" in "go." (Pause.) **Which of the other three words . . . "do" . . . "no" . . . "to" . . . has the same sound? Mark the space for your answer.** (Pause.) **Which space did you mark?**

Pause for replies. Then say:

Yes, you should have filled in the space for "g" because "g" is the letter of the correct answer, "no."

If answer folders are being used, remind pupils to fill in the answer space on their answer folders. Pupils are *not* to mark the sample in their booklets.

Remember, look at the underlined letter or letters in the first word. Think of the sound they stand for. Choose the word that has the same sound. Then mark the space for your answer. After you finish page 12, go on to page 13. Keep working until you come to the bottom of page 13, where it says "STOP." If you finish early, you may check your work on these pages only. Does everyone understand what to do?

After all questions have been answered, say:

If you're not sure about an answer, do the best you can, but don't spend too much time on any one question. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

◆ After *exactly 20 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Third Sitting
CONCEPTS OF NUMBER

If you are starting a new sitting, have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

I am going to give you your booklet again. Don't open your booklet until I tell you what to do.

Distribute the test booklets so that each pupil gets the right booklet and answer folder, if answer folders are being used. Then say:

Open your booklet to page 14. Fold your booklet back so that only page 14 is showing.

Demonstrate. Make sure that pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Listen carefully to each question that is read to you. Choose the best answer. Then mark the space for the answer you have chosen." Now look at the sample in the shaded box. Listen to the question. "How many dots do you see?" Mark the space for the numeral that tells how many dots there are. What is the answer?

Pause for replies. Then say:

Yes, there are four dots. That's why the space for the letter "d" under the numeral "four" has been filled in in your booklet. Are there any questions?

If answer folders are being used, show pupils where to find the answer spaces for Concepts of Number. Point out how the sample has been marked.

After all questions have been answered, say:

Listen carefully now as I read each question. If you're not sure about an answer, do the best you can, but be sure to keep up with me. If both your pencils break, raise your hand and I will give you another pencil.

Read each question number and the question. Do *not* repeat any question. Pause about 10 seconds between questions. If answer folders are being used, occasionally remind pupils to fill in the answer spaces on their answer folders. Continue through the entire subtest, encouraging pupils to do their best. Say:

Now move down to box 1 below the sample. (Point.)

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'Complete sentence.' If the group of words makes up more than one sentence, mark the answer space for 'Run-on sentence.' If the group of words is not a complete sentence, decide which group of words can be added before or after the original group to make a complete sentence. Then mark the space for the answer you have chosen." (Pause.) **Now look at Sample C in the shaded box. It says: "are playing at the beach." Is this a complete sentence, a run-on sentence, or an incomplete sentence?**

Pause for replies. Then say:

Yes, it's an incomplete sentence. Which group of words would make the sentence complete? (Pause.) **Yes, "the children." We can add the words "the children" to the beginning of "are playing at the beach" to make the complete sentence, "The children are playing at the beach." That is why the space for the letter "c" next to "the children" has been filled in in your booklet. Are there any questions?**

If answer folders are being used, point out how Sample C has been marked on the answer folder.

Answer all questions. Then say:

When you finish the questions on this page, go on to the next. You will find directions for another set of questions. Read the directions and keep working until you come to the bottom of page 32, where it says "STOP." If you finish early, you may check your work on pages 31 and 32 only. Does everyone understand what to do?

After all questions have been answered, say:

If you have any questions about what to do, raise your hand and I will help you. If you're not sure about an answer, do the best you can, but do not spend too much time on any one question. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any of the other subtests. If a pupil has trouble understanding what to do, explain as quickly and quietly as you can, and try not to waste any testing time. Do not give help on specific test questions.

◆ After *exactly 15 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

NOTE: If you are administering the Basic Battery, skip to the section entitled "Tenth Sitting, Vocabulary," on page 23.

Eighth Sitting
SOCIAL SCIENCE

If you are starting a new sitting, have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

I am going to give you your booklet again. Don't open your booklet until I tell you what to do.

Distribute the test booklets so that each pupil gets the right booklet and answer folder, if answer folders are being used. Then say:

Open your booklet to page 33. Fold your booklet back so that only page 33 is showing.

Demonstrate. Make sure all pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen." (Pause.) **Now look at the sample in the shaded box. Read the sample to yourself as I read it aloud. "Much of the food we eat is grown by ... a—cooks ... b—farmers ... c—storekeepers ... d—doctors." Which is the best answer?**

Pause for replies. Then say:

Yes, "farmers" is the best answer. That is why the space for the letter "b" next to "farmers" has been filled in in your booklet. Are there any questions?

If answer folders are being used, show pupils where to find the answer spaces for Social Science. Point out how the sample has been filled in.

Pause. Answer all questions. Then say:

You are to do all the questions on this page and on pages 34, 35, 36, and 37. Sometimes there will be a map or a picture that you will have to look at carefully to answer the questions. Remember, choose the *best* answer for each question and mark the space for your answer. Keep working until you come to the bottom of page 37, where it says "STOP." If you finish early, you may check your work on these pages only. Does everyone understand what to do?

After all questions have been answered, say:

If you're not sure about an answer, do the best you can, but don't spend too much time on any one question. If both your pencils break, raise your hand and I will give you another pencil. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

◆ After *exactly 25 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Ninth Sitting
SCIENCE

If you are starting a new sitting, have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

I am going to give you your booklet again. Don't open your booklet until I tell you what to do.

Distribute the test booklets so that each pupil gets the right booklet and answer folder, if answer folders are being used. Then say:

Open your booklet to page 38. Fold your booklet back so that only page 38 is showing.

Demonstrate. Make sure all pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen." (Pause.) **Now look at the sample in the shaded box. Read the sample to yourself as I read it aloud. "Mars and Venus are ... a—stars ... b—moons ... c—planets ... d—comets." Which is the best answer?**

Pause for replies. Then say:

Yes, "planets" is the best answer. That is why the space for the letter "c" next to "planets" has been filled in in your booklet. Are there any questions?

If answer folders are being used, show pupils where to find the answer spaces for Science. Point out how the sample has been filled in.

Pause. Answer all questions. Then say:

You are to do all the questions on this page and pages 39, 40, 41, and 42. Remember, choose the *best* answer for each question and mark the space for your answer. Keep working until you come to the bottom of page 42, where it says "STOP." If you finish early, you may check your work on these pages only. Does everyone understand what to do?

After all questions have been answered, say:

If you're not sure about an answer, do the best you can, but don't spend too much time on any one question. If both your pencils break, raise your hand and I will give you another pencil. (Pause.) **You may start working now.**

Record the starting and ending times on the chalkboard. While pupils are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

◆ After *exactly 25 minutes* (or sooner if all have finished), say:

Stop! Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Tenth Sitting
VOCABULARY

If you are starting a new sitting, have all desks cleared, and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Say:

I am going to give you your booklet again. Don't open your booklet until I tell you what to do.

Distribute the test booklets so that each pupil gets the right booklet and answer folder, if answer folders are being used. Then say:

Open your booklet to page 43. Fold your booklet back so that only page 43 is showing.

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If you are administering the Basic Battery, say: **Open your booklet to page [illegible]. Fold your booklet back so that only page 33 is showing.**

Demonstrate. Make sure all pupils have the correct page and have folded their booklets properly. Then say:

Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Listen carefully to each question that is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Then mark the space for the answer you have chosen." (Pause.) **Now look at the sample in the shaded box. Listen to the sentence that I read to you. "A pear is a kind of . . . a–vine . . . b–fruit . . . c–cake . . . d–pet." Which word best completes the sentence?**

Pause for replies. Then say:

Yes, the word "fruit" is the right answer. (Pause.) **That is why the space for the letter "b" next to "fruit" has been filled in in your booklet. Are there any questions?**

If answer folders are being used, show pupils where to find the answer spaces for Vocabulary. Point out how the sample has been filled in.

After all questions have been answered, say:

As we do the questions, we will go down the first column on the page, then back to the top and down each of the next two columns. If you are not sure which word best completes the sentence, do the best you can, but be sure to keep up with me. Some of the words will be very easy for you; others will be more difficult. Just try to do the best you can. Remember to mark the space for the letter of the word that best completes the sentence. If both your pencils break, raise your hand and I will give you another pencil.

Read each question number, the sentence, the option letters, and the words that follow. Pause about 10 seconds between questions. Be careful not to give any clues to the correct answer by changing the pitch of your voice or pausing longer at the correct answer. If answer folders are being used, occasionally remind pupils to fill in the answer spaces on their answer folders. Continue through the entire subtest, encouraging pupils to do their best.

Now move down to question 1. (Point.)

1 Butterscotch is a type of –
a sandwich c cloth
b candy d cheese

2 If you are drowsy, you are –
f watchful h upset
g alert j sleepy

3 A mixed-up person is –
a angry c comical
b mean d confused

4 A weird sound is –
f loud h strange
g agreeable j electronic

5 To give an order is to –
a consider c force
b command d dispose

6 The odor of something is its –
f flavor h size
g smell j color

7 To find how things are alike or different is to –
a compare them c omit them
b emphasize them d dispute them

8 If you're not sure of something, you are –
f lucky h positive
g simple j doubtful

9 An injury that changes the color of the skin but does not break it is a –
a scratch c puncture
b bruise d slash

10 To wait calmly for a long time requires –
f patience h concentration
g confidence j intelligence

11 When you magnify something, you make it look –
a sturdier c bigger
b narrower d neater

12 A duplicate of a letter is –
f an addition h a copy
g a reply j an original

13 An example of a fluid is –
a water c brick
b ice d metal

14 A tool that smooths rough edges is called a –
f saw h drill
g hammer j file

15 A thing that is *not* bright or clear is –
a distinct c dim
b brilliant d soft

16 A compass is an instrument that shows –
f direction h distance
g speed j temperature

17 To get what you want is to –
a tackle c succeed
b transfer d fail

About 10 seconds after reading question 17, say:

Turn to page 44 and fold your booklet back so that only page 44 is showing. (Demonstrate.)

If you are administering the Basic Battery, say: **Turn to page 34 and fold your booklet back so that only page 34 is showing.** (Demonstrate.)

18 To fix up an old house the way it used to be is to –
f abandon it h mortgage it
g restore it j ruin it

19 A person who does something that is against the law is an –
a informer c examiner
b offender d officer

20 The hide of an animal is its –
f color h back
g shape j skin

21 To settle a question is to make –
a a decision c a plan
b a criticism d an announcement

22 A considerate person is –
f handsome h humorous
g impolite j thoughtful

23 Most wheels turn around on the –
a drum c axle
b spoke d bridge

24 The height at which a plane flies is its –
f depth h pressure
g orbit j altitude

25 To move about without much of a plan is to –
a guide c tumble
b wander d mislead

26 An accomplished task is one that has been –
f discussed h completed
g started j rewarded

27 A comment is a brief –
a remark c complaint
b conversation d pause

28 An umpire makes decisions in a –
f government h war
g game j band

29 To refuse a present is to –
a decline it c wrap it
b give it d destroy it

30 Money received for regular work is a –
f tax h salary
g price j profit

31 If something is shut up on all sides, it is –
a released c detached
b combined d enclosed

32 To display something is to –
f disguise it h exhibit it
g replace it j enlarge it

33 If you dread something, you look forward to it with –
a curiosity c amusement
b fear d hope

34 A mystery is something that is –
f difficult h unknown
g exciting j evil

35 To give reasons for or against a thing is to –
a argue c cooperate
b obey d accept

36 The sudden spread of a disease among many people is an –
f epidemic h antidote
g immunity j accident

37 Your memory is your ability to –
a decide c forget
b teach d recall

38 If the ship was battered by waves, it was –
f sunk h flipped
g overturned j pounded

About 10 seconds after reading the last question, say:

Put your pencil down now, and close your booklet so that the front cover is on top.

If answer folders are being used, tell pupils to put them inside the front cover of their booklets.

If you wish to end the testing session here, collect the test booklets. If testing is to continue, give pupils a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

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SUPER SCORE

STUDENT WORKBOOK

Name______________________

Developed by:

Thomas E. Scruggs
N. Joanne Williams

1. ○ ○ ○ ○

2. ○ ○ ○ ○

3. ○ ○ ○ ○

4. ○ ○ ○ ○

5. ○ ○ ○ ○

VOCABULARY

DIRECTIONS

First, listen to the teacher as she/he reads the question. Then listen for the key idea. Read all the answer choices. Then choose the best answer and mark the answer bubble carefully.

SAMPLE

● rest
○ sell
○ rent
○ turn

1 ○ pan
○ bag
○ dish
○ box

2 ○ playing
○ running
○ sleeping
○ calling

3 ○ day
○ night
○ dark
○ black

4 ○ mad
○ glad
○ happy
○ singing

5 ○ car
○ plane
○ ship
○ barn

6 ○ wagon
○ chair
○ saddle
○ cage

7 ○ banana
○ beans
○ muffin
○ cookie

8 ○ happy
○ sick
○ busy
○ fine

9 ○ under it
○ over it
○ beside it
○ around it

10 ○ told
○ saw
○ put
○ sat

STOP

WORD STUDY SKILLS: SYLLABLES TEST

DIRECTIONS

A word is divided into two syllables in three different ways. In each of the following questions choose the word that is divided the correct way. Mark the best answer carefully.

SAMPLES

A ⓐ te-apot
ⓑ tea-pot
ⓒ teap-ot

B ⓕ ca-lling
ⓖ cal-ling
ⓗ call-ing

1 ⓐ out-side
ⓑ outs-ide
ⓒ outsi-de

2 ⓕ ju-mped
ⓖ jump-ed
ⓗ jumpe-d

3 ⓐ ca-ndle
ⓑ can-dle
ⓒ cand-le

4 ⓕ alo-ne
ⓖ al-one
ⓗ a-lone

5 ⓐ postc-ard
ⓑ po-stcard
ⓒ post-card

6 ⓕ bal-loon
ⓖ ball-oon
ⓗ ba-lloon

7 ⓐ bas-ket
ⓑ bask-et
ⓒ ba-sket

8 ⓕ beg-in
ⓖ be-gin
ⓗ begi-n

9 ⓐ wi-ndow
ⓑ win-dow
ⓒ wind-ow

10 ⓕ gard-en
ⓖ ga-rden
ⓗ gar-den

11 ⓐ co-mplete
ⓑ com-plete
ⓒ comp-lete

12 ⓐ stan-ding
ⓑ st-anding
ⓒ stand-ing

13 ⓕ mon-key
ⓖ monk-ey
ⓗ mo-nkey

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS

Read the first word in each question. Look at the underlined letter or letters in the word. The letter or letters stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.

SAMPLES

C play
ⓐ way
ⓑ cat
ⓒ care

D by
ⓕ fit
ⓖ my
ⓗ may

14 wet
ⓐ new
ⓑ walk
ⓒ when

15 can
ⓕ cane
ⓖ baby
ⓗ last

16 play
ⓐ black
ⓑ place
ⓒ pay

17 lake
ⓕ last
ⓖ ball
ⓗ maid

18 fish
ⓐ change
ⓑ school
ⓒ ship

19 boy
ⓕ soil
ⓖ body
ⓗ buy

20 set
ⓐ cats
ⓑ stop
ⓒ boxes

21 nest
ⓕ sea
ⓖ home
ⓗ head

22 land
ⓐ lad
ⓑ lane
ⓒ hands

23 over
ⓕ window
ⓖ down
ⓗ off

24 while
ⓐ will
ⓑ white
ⓒ hit

25 open
ⓐ book
ⓑ go
ⓒ top

26 just
ⓕ game
ⓖ must
ⓗ jump

27 blue
ⓐ new
ⓑ run
ⓒ number

28 jumped
ⓕ set
ⓖ turned
ⓗ called

29 bear
ⓐ near
ⓑ ear
ⓒ air

30 moon
ⓕ money
ⓖ one
ⓗ room

31 bird
ⓐ fire
ⓑ fur
ⓒ hard

GO ON ⇨

WORD STUDY SKILLS: LETTER-SOUND TEST

32 try

ⓐ sit
ⓑ light
ⓒ boy

33 feet

ⓕ sea
ⓖ foot
ⓗ met

34 body

ⓐ baby
ⓑ boy
ⓒ buy

STOP

VOCABULARY

DIRECTIONS

First, listen tc the teacher as she/he reads the question and answer choices. Choose the best answer and mark the anser bubble carefully.

SAMPLE

● rest
ⓑ sell
ⓒ rent
ⓓ turn

1 ⓐ dish
ⓑ box
ⓒ pan
ⓓ bag

2 ⓕ running
ⓖ calling
ⓗ playing
ⓙ sleeping

3 ⓐ black
ⓑ dark
ⓒ day
ⓓ night

4 ⓕ glad
ⓖ mad
ⓗ singing
ⓙ happy

5 ⓐ plane
ⓑ car
ⓒ barn
ⓓ ship

6 ⓕ saddle
ⓖ chair
ⓗ wagon
ⓙ cage

7 ⓐ beans
ⓑ banana
ⓒ muffin
ⓓ cookie

8 ⓕ fine
ⓖ happy
ⓗ busy
ⓙ sick

9 ⓐ around it
ⓑ beside it
ⓒ under it
ⓓ over it

10 ⓕ saw
ⓖ told
ⓗ sat
ⓙ put

STOP

WORD STUDY SKILLS: SYLLABLES TEST

DIRECTIONS

A word is divided into two syllables in three different ways. In each of the following questions choose the word that is divided the correct way. Mark the best answer carefully.

SAMPLES

A
○ te-apot
● tea-pot
○ teap-ot

B
○ ca-lling
○ cal-ling
○ call-ing

1
○ outs-ide
○ out-side
○ outsi-de

2
○ jumpe-d
○ ju-mped
○ jump-ed

3
○ ca-ndle
○ cand-le
○ can-dle

4
○ al-one
○ a-lone
○ alo-ne

5
○ post-card
○ po-stcard
○ postc-ard

6
○ ball-oon
○ ba-lloon
○ bal-loon

7
○ bask-et
○ ba-sket
○ bas-ket

8
○ beg-in
○ begi-n
○ be-gin

9
○ wind-ow
○ win-dow
○ wi-ndow

10
○ gar-den
○ ga-rden
○ gard-en

11
○ co-mplete
○ comp-lete
○ com-plete

12
○ st-anding
○ stand-ing
○ stan-ding

13
○ monk-ey
○ mo-nkey
○ mon-key

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS

Read the first word in each question. Look at the underlined letter or letters in the word. The letter or letters stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.

SAMPLES

C play
● way
○ cat
○ care

D by
○ fit
○ my
○ may

14 wet
○ when
○ walk
○ new

15 can
○ cane
○ last
○ baby

16 play
○ black
○ pay
○ place

17 lake
○ maid
○ last
○ ball

18 fish
○ ship
○ school
○ change

19 boy
○ body
○ soil
○ buy

20 set
○ stop
○ boxes
○ cats

21 nest
○ sea
○ head
○ home

22 land
○ lad
○ hands
○ lane

23 over
○ off
○ window
○ down

24 while
○ hit
○ white
○ will

25 open
○ go
○ top
○ book

26 just
○ must
○ game
○ jump

27 blue
○ number
○ new
○ run

28 jumped
○ set
○ called
○ turned

29 bear
○ air
○ ear
○ near

30 moon
○ one
○ money
○ room

31 bird
○ fur
○ fire
○ hard

GO ON

32 try

ⓐ sit
ⓑ boy
ⓒ light

33 feet

ⓐ met
ⓑ sea
ⓒ foot

34 body

ⓐ buy
ⓑ boy
ⓒ baby

STOP

DIRECTIONS

Carefully read the passage. Next, read all the questions that follow the passage. Choose the best answer for each question. Then mark the answer bubble next to the best answer.

Birds have bones. The bones have holes in them. The holes in the bones have air in them. There are holes inside the bird, too. These holes have air in them, too. This helps the birds to fly.

1 This story tells about —

○ bones
○ air
○ birds
○ holes

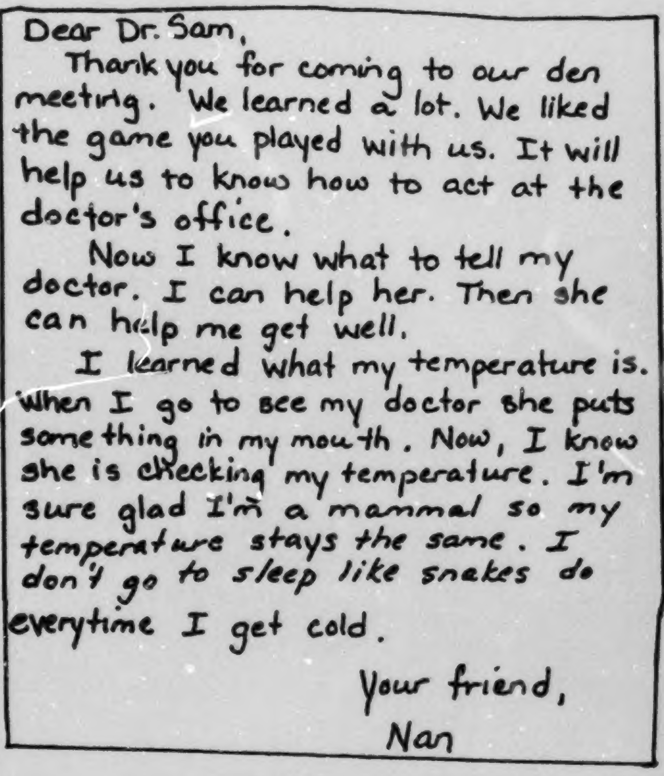
2 What do the holes in the bones have inside them ?

○ air
○ birds
○ holes
○ bones

3 In which class would you read this story ?

○ art
○ music
○ science
○ math

STOP


Dear Dr. Sam,

Thank you for coming to our den meeting. We learned a lot. We liked the game you played with us. It will help us to know how to act at the doctor's office.

Now I know what to tell my doctor. I can help her. Then she can help me get well.

I learned what my temperature is. When I go to see my doctor she puts something in my mouth. Now, I know she is checking my temperature. I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.

Your friend,
Nan

4 Nan wrote to a —

○ den
○ doctor
○ mammal
○ snake

5 Nan learned that mammals —

○ are snakes
○ go to sleep when they get cold
○ do not have a temperature
○ can stay awake when they get cold

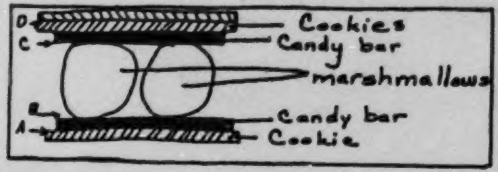
6 Why did Nan write the letter ?

○ to thank a doctor
○ to study snakes
○ to thank her doctor
○ to ask about mammals

STOP

This was on the back cover for a chocolate candy bar.

YUM-YUM!!!!



How to Make:

1. Get two cookies, two candy bars, and two marshmallows, one cookie.
2. Put together
   - A. Lay one candy bar over one cookie.
   - B. Lay two marshmallows over the candy bar.
   - C. Lay one candy bar over the two marshmallows.
   - D. Lay two cookies over the candy bar.
3. Place on a cookie sheet.
4. Put into the oven.
5. Bake at 350° F. for 5 minutes.
6. Eat while warm.

7 When put together, the yum-yum will look like a —

Ⓐ sandwich
Ⓑ pie
Ⓒ box
Ⓓ candy bar

8 Step 5 tells you how to —

Ⓕ eat the yum-yum
Ⓖ put the yum-yum together
Ⓗ make the yum-yum
Ⓙ cook the yum-yum

9 To do Step 2-A., you will need —

Ⓐ two candy bars and one cookie
Ⓑ one candy bar and one cookie
Ⓒ two cookies and one candy bar
Ⓓ one candy bar and two marshmallows

STOP

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Kim got a birthday present. He played in it all day. Kim's neighbor, Ted, rode his bike to Kim's house and watched Kim play. Kim said, "Ted, let's ride together in my new wagon."

10 Kim got a present for his —

- ⓐ friend
- ⓑ neighbor
- ⓒ birthday
- ⓓ bike

11 Kim played in his —

- ⓕ wagon
- ⓖ bike
- ⓗ house
- ⓙ present

12 Ted rode to Kim's —

- ⓐ neighbor
- ⓑ house
- ⓒ party
- ⓓ street

13 Kim played at —

- ⓕ Ted's house
- ⓖ his house
- ⓗ the park
- ⓙ his neighbor's house

14 Ted and Kim will play —

- ⓐ in Ted's wagon
- ⓑ on Kim's bike
- ⓒ in Kim's wagon
- ⓓ on Ted's bike

DIRECTIONS

Carefully read the passage. Next, read all the questions that follow the passage. Choose the best answer for each question. Then mark the answer bubble next to the best answer.

Birds have bones. The bones have holes in them. The holes in the bones have air in them. There are holes inside the bird, too. These holes have air in them, too. This helps the birds to fly.

1 This story tells about —

ⓐ bones
ⓑ air
ⓒ birds
ⓓ holes

2 What do the holes in the bones have inside them ?

ⓕ air
ⓖ birds
ⓗ holes
ⓙ bones

3 In which class would you read this story ?

ⓐ art
ⓑ music
ⓒ science
ⓓ math

Dear Dr. Sam,

Thank you for coming to our den meeting. We learned a lot. We liked the game you played with us. It will help us to know how to act at the doctor's office.

Now I know what to tell my doctor. I can help her. Then she can help me get well.

I learned what my temperature is. When I go to see my doctor she puts something in my mouth. Now, I know she is checking my temperature. I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.

Your friend,
Nan

4 Nan wrote to a —

ⓐ den
ⓑ doctor
ⓒ mammal
ⓓ snake

5 Nan learned that mammals —

ⓕ are snakes
ⓖ go to sleep when they get cold
ⓗ do not have a temperature
ⓙ can stay awake when they get cold

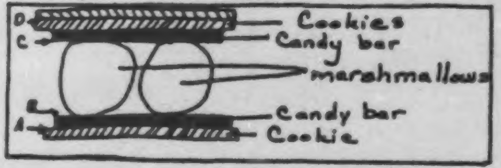
6 Why did Nan write the letter ?

ⓐ to thank a doctor
ⓑ to study snakes
ⓒ to thank her doctor
ⓓ to ask about mammals

GO ON ⇨

This was on the back cover for a chocolate candy bar.

YUM-YUM!!!!



How to Make:

1. Get two cookies, two candy bars, and two marshmallows, one cookie.
2. Put together
   - A. Lay one candy bar over one cookie.
   - B. Lay two marshmallows over the candy bar.
   - C. Lay one candy bar over the two marshmallows.
   - D. Lay two cookies over the candy bar.
3. Place on a cookie sheet.
4. Put into the oven.
5. Bake at 350° F. for 5 minutes.
6. Eat while warm.

7 When put together, the yum-yum will look like a —

○ pie
○ box
○ sandwich
○ candy bar

8 Step 5 tells you how to —

○ cook the yum-yum
○ eat the yum-yum
○ put the yum-yum together
○ make the yum-yum

9 To do Step 2-A., you will need —

○ two candy bars and one cookie
○ one candy bar and one cookie
○ two cookies and one candy bar
○ one candy bar and two marshmallows

BEST COPY AVAILABLE

Kim got a birthday present. He played in it all day. Kim's neighbor, Ted, rode his bike to Kim's house and watched Kim play. Kim said, "Ted, let's ride together in my new wagon."

10 Kim got a present for his —

ⓐ neighbor
ⓑ bike
ⓒ birthday
ⓓ friend

11 Kim played in his —

ⓕ bike
ⓖ wagon
ⓗ present
ⓙ house

12 Ted rode to Kim's —

ⓐ street
ⓑ party
ⓒ neighbor
ⓓ house

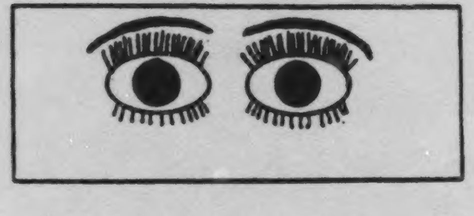
13 Kim played at —

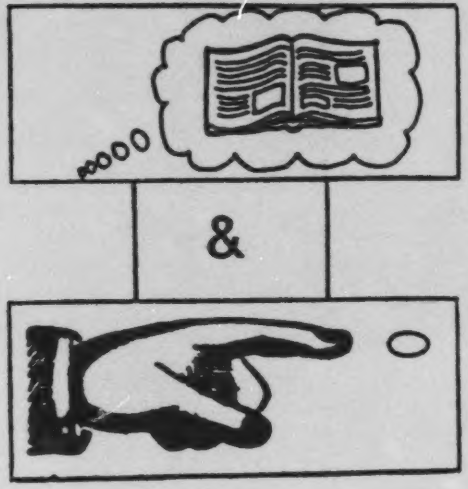
ⓕ his house
ⓖ his neighbor's house
ⓗ the park
ⓙ Ted's house

14 Ted and Kim will play —

ⓐ on Ted's bike
ⓑ in Ted's wagon
ⓒ on Kim's bike
ⓓ in Kim's wagon

Choose the best answer.

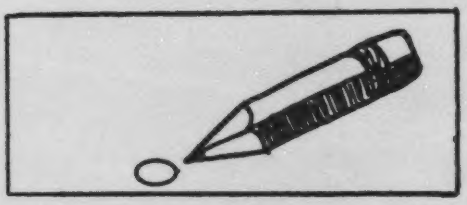
1.  Read

2. 

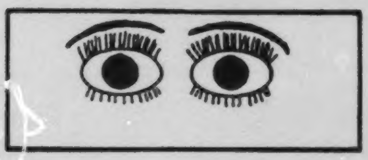
Think

and

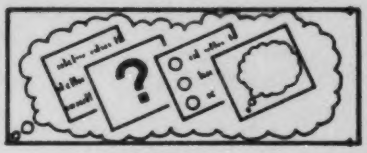
Choose

3.  Mark

Choose the best answer.

1.  Read

PASSAGE
QUESTION
ANSWER CHOICES

2.  Think

A. What is the passage (story) about?

B. What is the "key idea" of the question?

______________, ______________________________

C. Find the sentence(s) (__________________,
______________, ____________________) in
the passage that tell about the "key idea".

D. Think about the answer choices.

3. Choose

4. Mark

(Comprehension) Chart B

SUPER SCORE

STUDENT WORKBOOK

(ANSWERS MARKED)

(I,3) Name________________________

Developed by:

Thomas E. Scruggs
N. Joanne Williams

EC170490

(I,2) 1. ● ○ ○ ○

(I,2) 2. ○ ● ○ ○

(I,2) 3. ○ ○ ○ ●

(I,2) 4. ● ○ ○ ○

(I,4) 5. ○ ○ ○ ●

BEST COPY AVAILABLE

ANSWERS MARKED
Student Workbook, page 1

VOCABULARY

DIRECTIONS

First, listen to the teacher as she/he reads the question. Then listen for the key idea. Read all the answer choices. Then choose the best answer and mark the answer bubble carefully.

SAMPLE

(I,5)
● rest
ⓑ sell
ⓒ rent
ⓓ turn

1 (I,6)
ⓐ pan
● bag
ⓒ dish
ⓓ box

2 (I,6)
ⓐ playing
ⓑ running
● sleeping
ⓓ calling

3 (I,7)
● day
ⓑ night
ⓒ dark
ⓓ black

4 (II,8)
● mad
ⓑ glad
ⓒ happy
ⓓ singing

5 (II,9)
ⓐ car
ⓑ plane
ⓒ ship
● barn

6 (III,13)
ⓐ wagon
ⓑ chair
● saddle
ⓓ cage

7 (IV,20)
ⓐ banana
● beans
ⓒ muffin
ⓓ cookie

8 (IV,21)
ⓐ happy
● sick
ⓒ busy
ⓓ fine

9 (IV,21)
● under it
ⓑ over it
ⓒ beside it
ⓓ around it

10 (IV,22)
● told
ⓑ saw
ⓒ put
ⓓ sat

WORD STUDY SKILLS: SYLLABLES TEST

DIRECTIONS

A word is divided into two syllables in three different ways. In each of the following questions choose the word that is divided the correct way. Mark the best answer carefully.

SAMPLES

A (II,10)
ⓐ te-apot
● tea-pot
ⓒ teap-ot

B (II,10)
ⓐ ca-lling
ⓑ cal-ling
● call-ing

1 (II,11)
● out-side
ⓑ outs-ide
ⓒ outsi-de

2 (II,11)
ⓐ ju-mped
● jump-ed
ⓒ jumpe-d

3 (III,14)
ⓐ ca-ndle
● can-dle
ⓒ cand-le

4 (III,15)
ⓐ alo-ne
ⓑ al-one
● a-lone

5 (III,16)
ⓐ postc-ard
ⓑ po-stcard
● post-card

6 (IV,22)
● bal-loon
ⓑ ball-oon
ⓒ ba-lloon

7 (IV,23)
● bas-ket
ⓑ bask-et
ⓒ ba-sket

8 (IV,23)
ⓐ beg-in
● be-gin
ⓒ begi-n

9 (IV,23)
ⓐ wi-ndow
● win-dow
ⓒ wind-ow

10 (IV,23)
ⓐ gard-en
ⓑ ga-rden
● gar-den

11 (IV,23)
ⓐ co-mplete
● com-plete
ⓒ comp-lete

12 (IV,23)
ⓐ stan-ding
ⓑ st-anding
● stand-ing

13 (IV,23)
● mon-key
ⓑ monk-ey
ⓒ mo-nkey

BEST COPY AVAILABLE

ANSWERS MARKED
Student Workbook

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS

Read the first word in each question. Look at the underlined letter or letters in the word. The letter or letters stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.

SAMPLES

C play
(III,16)
● way
Ⓑ cat
Ⓒ care

D by
(III,17)
Ⓐ fit
● my
Ⓒ may

14 wet
(III,18)
Ⓐ new
● walk
Ⓒ when

15 can
(IV,24)
Ⓐ cane
Ⓑ baby
● last

16 play
(IV,24)
Ⓐ black
● place
Ⓒ pay

17 lake
(IV,24)
Ⓐ last
Ⓑ ball
● maid

18 fish
(IV,24)
Ⓐ change
Ⓑ school
● ship

19 boy
(IV,24)
● soil
Ⓑ body
Ⓒ buy

20 set
(IV,24)
● cats
Ⓑ stop
Ⓒ boxes

21 nest
(IV,24)
Ⓐ sea
Ⓑ home
● head

22 land
(IV,24)
Ⓐ lad
Ⓑ lane
● hands

23 over
(IV,24)
● window
Ⓑ down
Ⓒ off

24 while
(IV,24)
Ⓐ will
● white
Ⓒ hit

25 open
(IV,24)
Ⓐ book
● go
Ⓒ top

26 just
(IV,24)
Ⓐ game
Ⓑ must
● jump

27 blue
(IV,24)
● new
Ⓑ run
Ⓒ number

28 jumped
(IV,24)
● set
Ⓑ turned
Ⓒ called

29 bear
(IV,24)
Ⓐ near
Ⓑ ear
● air

30 moon
(IV,24)
Ⓐ money
Ⓑ one
● room

31 bird
(IV,24)
Ⓐ fire
● fur
Ⓒ hard

ANSWERS MARKED
Student Workbook

32 try

(IV,24)
ⓐ sit
● light
ⓒ boy

33 feet

(IV,24)
● sea
ⓑ foot
ⓒ met

34 body

(IV,24)
● baby
ⓑ boy
ⓒ buy

STOP

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VOCABULARY

DIRECTIONS

First, listen to the teacher as she/he reads the question and answer choices. Choose the best answer and mark the anser bubble carefully.

SAMPLE

● rest
ⓑ sell
ⓒ rent
ⓓ turn

(V,25,26)

1 ⓐ dish
ⓑ box
ⓒ pan
● bag

2 ⓐ running
ⓑ calling
ⓒ playing
● sleeping

3 ⓐ black
ⓑ dark
● day
ⓓ night

4 ⓐ glad
● mad
ⓒ singing
ⓓ happy

5 ⓐ plane
ⓑ car
● barn
ⓓ ship

6 ● saddle
ⓑ chair
ⓒ wagon
ⓓ cage

7 ● beans
ⓑ banana
ⓒ muffin
ⓓ cookie

8 ⓐ fine
ⓑ happy
ⓒ busy
● sick

9 ⓐ around it
ⓑ beside it
● under it
ⓓ over it

10 ⓐ saw
● told
ⓒ sat
ⓓ put

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Student Workbook

STOP

WORD STUDY SKILLS: SYLLABLES TEST

DIRECTIONS

A word is divided into two syllables in three different ways. In each of the following questions choose the word that is divided the correct way. Mark the best answer carefully.

SAMPLES

A ⓐ te-apot
● tea-pot
ⓒ teap-ot

B ⓐ ca-lling
ⓑ cal-ling
● call-ing

(V,26,27)

1 ⓐ outs-ide
● out-side
ⓒ outsi-de

2 ⓐ jumpe-d
ⓑ ju-mped
● jump-ed

3 ⓐ ca-ndle
ⓑ cand-le
● can-dle

4 ⓐ al-one
● a-lone
ⓒ alo-ne

5 ● post-card
ⓑ po-stcard
ⓒ postc-ard

6 ⓐ ball-oon
ⓑ ba-lloon
● bal-loon

7 ⓐ bask-et
ⓑ ba-sket
● bas-ket

8 ⓐ beg-in
ⓑ begi-n
● be-gin

9 ⓐ wind-ow
● win-dow
ⓒ wi-ndow

10 ● gar-den
ⓑ ga-rden
ⓒ gard-en

11 ⓐ co-mplete
ⓑ comp-lete
● com-plete

12 ⓐ st-anding
● stand-ing
ⓒ stan-ding

13 ⓐ monk-ey
ⓑ mo-nkey
● mon-key

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ANSWERS MARKED
Student Workbook

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS

Read the first word in each question. Look at the underlined letter or letters in the word. The letter or letters stand for a sound. Choose from the other three words the word that has the same sound in it. That is the best answer. Mark it carefully.

SAMPLES

C play
(V,27)
● way
○ cat
○ care

D by
(V,27)
○ fit
● my
○ may

14 wet
○ when
● walk
○ new

15 can
○ cane
● last
○ baby

16 play
○ black
○ pay
● place

17 lake
● maid
○ last
○ ball

18 fish
● ship
○ school
○ change

19 boy
○ body
● soil
○ buy

20 set
○ stop
○ boxes
● cats

21 nest
○ sea
● head
○ home

22 land
○ lad
● hands
○ lane

23 over
○ off
● window
○ down

24 while
○ hit
● white
○ will

25 open
● go
○ top
○ book

26 just
○ must
○ game
● jump

27 blue
○ number
● new
○ run

28 jumped
● set
○ called
○ turned

29 bear
● air
○ ear
○ near

30 moon
○ one
○ money
● room

31 bird
● fur
○ fire
○ hard

ANSWERS MARKED
Student Workbook

GO ON ⇨

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32 try

○ sit
○ boy
● light

33 feet

○ met
● sea
○ foot

34 body

○ buy
○ boy
● baby

STOP

DIRECTIONS

Carefully read the passage. Next, read all the questions that follow the passage. Choose the best answer for each question. Then mark the answer bubble next to the best answer.

Birds have bones. The bones have holes in them. The holes in the bones have air in them. There are holes inside the bird, too. These holes have air in them, too. This helps the birds to fly.

1 This story tells about —
(V,28)

○ bones
○ air
● birds
○ holes

2 What do the holes in the bones have inside them ?
(V,28)

● air
○ birds
○ holes
○ bones

3 In which class would you read this story ?
(V,30)

○ art
○ music
● science
○ math

STOP

Dear Dr. Sam,

Thank you for coming to our den meeting. We learned a lot. We liked the game you played with us. It will help us to know how to act at the doctor's office.

Now I know what to tell my doctor. I can help her. Then she can help me get well.

I learned what my temperature is. When I go to see my doctor she puts something in my mouth. Now, I know she is checking my temperature. I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.

Your friend,
Nan

4 Nan wrote to a —

○ den
● doctor
○ mammal
○ snake

(VI,33)

5 Nan learned that mammals —

○ are snakes
○ go to sleep when they get cold
○ do not have a temperature
● can stay awake when they get col

(VI,33)

6 Why did Nan write the letter ?

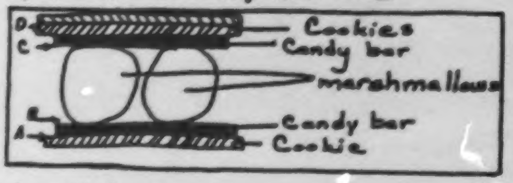
● to thank a doctor
○ to study snakes
○ to thank her doctor
○ to ask about mammals

(VI,33)

STOP

This was on the back cover for a chocolate candy bar.

YUM-YUM!!!!



How to Make:

1. Get two cookies, two candy bars, and two marshmallows, one cookie.
2. Put together
   - A. Lay one candy bar over one cookie.
   - B. Lay two marshmallows over the candy bar.
   - C. Lay one candy bar over the two marshmallows.
   - D. Lay two cookies over the candy bar.
3. Place on a cookie sheet.
4. Put into the oven.
5. Bake at 350° F. for 5 minutes.
6. Eat while warm.

7 When put together, the yum-yum will look like a —
(VI,35)
- ● sandwich
- ○ pie
- ○ box
- ○ candy bar

8 Step 5 tells you how to —
(VI,35)
- ○ eat the yum-yum
- ○ put the yum-yum together
- ○ make the yum-yum
- ● cook the yum-yum

9 To do Step 2-A., you will need —
(VI,37)
- ○ two cookies and one candy bar
- ● one candy bar and one cookie
- ○ one candy bar and two marshmallows
- ○ two candy bars and one cookie

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Student Workbook
STOP

Kim got a birthday present. He played in it all day. Kim's neighbor, Ted, rode his bike to Kim's house and watched Kim play. Kim said, "Ted, let's ride together in my new wagon."

10 Kim got a present for his —
(VII,38)
- ○ friend
- ○ neighbor
- ● birthday
- ○ bike

11 Kim played in his —
(VII,38)
- ● wagon
- ○ bike
- ○ house
- ○ present

12 Ted rode to Kim's —
(VII,38)
- ○ neighbor
- ● house
- ○ party
- ○ street

13 Kim played at —
(VII,38)
- ○ Ted's house
- ● his house
- ○ the park
- ○ his neighbor's house

14 Ted and Kim will play —
(VII,38)
- ○ in Ted's wagon
- ○ on Kim's bike
- ● in Kim's wagon
- ○ on Ted's bike

DIRECTIONS

Carefully read the passage. Next, read all the questions that follow the passage. Choose the best answer for each question. Then mark the answer bubble next to the best answer.

Birds have bones. The bones have holes in them. The holes in the bones have air in them. There are holes inside the bird, too. These holes have air in them, too. This helps the birds to fly.

(VII,38)

1 This story tells about —

○ bones
○ air
● birds
○ holes

2 What do the holes in the bones have inside them ?

● air
○ birds
○ holes
○ bones

3 In which class would you read this story ?

○ art
○ music
● science
○ math

Dear Dr. Sam,

Thank you for coming to our den meeting. We learned a lot. We liked the game you played with us. It will help us to know how to act at the doctor's office.

Now I know what to tell my doctor. I can help her. Then she can help me get well.

I learned what my temperature is. When I go to see my doctor she puts something in my mouth. Now, I know she is checking my temperature. I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.

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○ den
● doctor
○ mammal
○ snake

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○ are snakes
○ go to sleep when they get cold
○ do not have a temperature
● can stay awake when they get cold

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○ to study snakes
○ to thank her doctor
○ to ask about mammals

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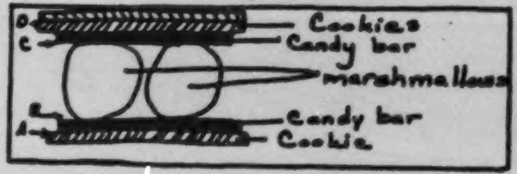
YUM-YUM!!!!



How to Make:

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2. Put together
   - A. Lay one candy bar over one cookie.
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   - C. Lay one candy bar over the two marshmallows.
   - D. Lay two cookies over the candy bar.
3. Place on a cookie sheet.
4. Put into the oven.
5. Bake at 350° F. for 5 minutes.
6. Eat while warm.

7 When put together, the yum-yum will look like a —

○ pie
○ box
● sandwich
○ candy bar

8 Step 5 tells you how to —

● cook the yum-yum
○ eat the yum-yum
○ put the yum-yum together
○ make the yum-yum

9 To do Step 2-A., you will need —

○ two candy bars and one cookie
● one candy bar and one cookie
○ two cookies and one candy bar
○ one candy bar and two marshmallow

Kim got a birthday present. He played in it all day. Kim's neighbor, Ted, rode his bike to Kim's house and watched Kim play. Kim said, "Ted, let's ride together in my new wagon."

10 Kim got a present for his —

ⓐ neighbor
ⓑ bike
● birthday
ⓓ friend

11 Kim played in his —

ⓕ bike
● wagon
ⓗ present
ⓙ house

12 Ted rode to Kim's —

ⓐ street
ⓑ party
ⓒ neighbor
● house

13 Kim played at —

● his house
ⓖ his neighbor's house
ⓗ the park
ⓙ Ted's house

14 Ted and Kim will play —

ⓐ on Ted's bike
ⓑ in Ted's wagon
ⓒ on Kim's bike
● in Kim's wagon

SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

Developed by:

Thomas E. Scruggs
N. Joanne Williams

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SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

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January 1984

TABLE OF CONTENTS

Lesson I. 1
Lesson II 9
Lesson III. 17
Lesson IV 24
Lesson V. 30
Lesson VI 42
Lesson VII. 46

LESSON I: VOCABULARY TEST PRESENTATION

Administer pretest to individual students.

Hello! My name is ________________. I will be working with you for the next ____________ weeks. We will work hard and have a lot of fun learning. Before we start, I would like each of you to tell me your name. (Teacher elicits responses from each student.)

We will learn how to be good test takers. You will take a big test soon, and it is important that you do well on this test.

Optional:

Everybody, what is important?

WE WILL DO WELL ON THE BIG TEST.

When you do well on the big test you let your teachers and parents know what you have learned.

Optional:

What happens when you do well on the big test? (ER = everyone responds.)

MY TEACHERS AND PARENTS WILL KNOW WHAT I HAVE LEARNED.

Good.

It is important to do well on tests. Over the next _______ weeks, I am going to help you to learn how to take tests. What will you learn?

HOW TO TAKE TESTS.

You learn how to take tests so you can show what you have learned.

Optional:

You will listen and work hard. When you have finished, you will be a super good test taker!

What will you do to be a super good test taker?

LISTEN AND WORK HARD.

Great!

If you **listen and work hard**, you will be a **good test taker.** We are ready to start. Here we go:

Everyone, put your **test booklet** in front of you (have chart I,___ "front cover of test answer sheet" to model from.) Take the **answer sheet out of the booklet** (it is under front cover of the student workbook). **Pick up your pencil and write your name** in the blank space by "Name" __________. (**Students write their name.**) Lay your pencils down. **When you lay your pencils down, I know you have finished.** (Students lay pencils down when finished.)

Good! **Everyone is finished.** (Identify students with reinforcement, e.g., "**Good laying your pencil down when you are finished, Sally!**".

Optional:

I put my name on the chart I,1 for teacher.

You will **put my name on the line by "teacher".** (Pause. Reinforce "laying down pencils". Teacher should have name written on board.)

Neat! All of you told me you were ready. You should **circle "1"** by "Form". (Show chart I,1 model.) (Again, reinforce students who lay pencils down when finished. Check and prompt as necessary.)

Everyone, **put your grade** in the blank by "Grade" ______. **Write the name of your school in the blank by "School" _____. Fill in today's date** in the blank by "Date"_______. You can **look at the chart** (I,1) (or board where teacher has written the information to be used) if **you need help.** How will you tell me when you are finished?

LAY PENCILS DOWN.

Super! **Fill in the blanks.** (Pause until all the students have finished.)

If you don't understand, raise your hand. What do you do if you don't understand?

RAISE MY HAND.

Go down to **SAMPLE at the bottom of the page.** (Model on chart I,1.) When I say **ready**, you pick up your pencil and mark the answer bubble that I give you.

Listen! Mark the answer bubble "c" under "SAMPLE". (Pause.) **Ready! Go!** (Observe students as they mark the answer bubble "c".) **Point to row 1. Mark answer bubble "a" in row 1. Ready!** (Students pick up their pencils.) **Go!** (Students fill in the answer bubble "a" in row 1.)

Remedial:

Teacher will monitor and prompt as necessary.

(Reinforce students as they lay their pencils down when they are finished.) All of you understand how to follow the directions and use the answer sheet.

When you use an answer sheet to mark your answers, you need to pay attention.

Optional:

What will you remember? (ER)

TO PAY ATTENTION.

When you pay attention, you mark your answers carefully. How do you mark your answers? (ER)

I WILL MARK MY ANSWERS CAREFULLY.

Good! (Point to chart I , "answer sheet cover".) When I mark my answer carefully, I fill in the answer bubble quick, dark, and inside the line. (Teacher models by marking first answer bubble in row 1 on chart). How do I mark my answer carefully? (Teacher responds to own question.) "I fill in the bubble quick, dark, and inside the line." Everyone, did I mark quick?

YES.

Was I inside the line?

YES.

Did I fill in dark?

YES.

Then I marked my answer carefully. Your turn! Point to number 2. This is row 2. Listen! Mark the answer bubble "k" carefully.

Remedial:

What will you do?

I WILL MARK THE SECOND ANSWER BUBBLE "K" IN ROW 2 CAREFULLY.

Ready! (Students pick up pencils.) Mark the answer bubble "k" in row 2 carefully. (Students mark; then they lay their pencils down when finished. Reinforce this.) Did you mark **quick?**

YES.

Did you mark **dark?**

YES. (Have students correct if necessary.)

> Remedial:
>
> Show students how to erase.

Did you mark **inside the line?**

YES.

Then, did you **mark your answer carefully?**

YES.

Great! Watch me. My turn. I will **mark "c" answer bubble in row 3.** (Chart I, . Teacher **marks quickly, lightly,** and **outside the line.**) Did I **mark the answer carefully?** (ER)

NO.

Did I mark the answer **quick?** (ER)

YES.

Did I mark the answer **dark?**

NO.

Good watching! You're right! If I **do not mark the answer dark, my answer might be** counted wrong. What might happen if I don't mark the answer dark?

THE ANSWER MIGHT BE WRONG.

Right! Did I mark **inside the line?**

NO.

You're right again! If I **do not mark the answer inside** the line, my **answer might be wrong.** What might happen if I do not mark inside the line?

THE ANSWER MIGHT BE WRONG.

Right again! If I make marks on my paper, my answers may be counted wrong. You are really listening and answering carefully, too! Put your finger on row 4. Listen. Mark answer **bubble "f" in row 4. Ready.** (Students pick up pencils.) Go! (**Students mark** their answer carefully. They lay pencils down when finished. Reinforce!) **How did you mark your answer carefully?** (ER)

I MARKED QUICK, DARK, AND INSIDE THE LINE.

Proof your work and correct anything that needs to be corrected.. (Observe, reinforce self-corrections.) Fantastic! Now, you know how to mark your answer carefully.

Remedial:

When you take a vocabulary test and **pay attention**, you **choose the best answer**. What do you do when you **pay attention**? (ER)

I LISTEN.
I CHOOSE THE BEST ANSWER.
I MARK MY ANSWERS CAREFULLY.

That's right! (Chart A.) To **choose the best answer**, you first **read all** the answer choices. To choose the best answer, what do you do first? (ER.)

READ ALL THE ANSWER CHOICES.

Exactly right! After you read all the answer choices, you **think** and **choose** the **best answer**. What do you do after you read all the answer choices?

I THINK AND CHOOSE THE BEST ANSWER.

Right! Then you are ready **to mark the best answer**. Everyone, tell me how you choose the best answer. (Use chart A.)

READ ALL THE ANSWER CHOICES.
THINK AND CHOOSE THE BEST ANSWER.
MARK THE ANSWER BUBBLE CAREFULLY.

Great!

Sometimes, the teacher tells you to pay attention. When a teacher tells you to pay attention, (s)he wants you to **listen, choose the best answer**, and **mark your answer carefully. What does a teacher want you to do when (s)he tells you to pay attention?** (Chart A.)

LISTEN.
THINK AND CHOOSE THE BEST ANSWER.
MARK THE BEST ANSWER CAREFULLY.

Turn to page 1. This is a vocabulary test.
Today you will learn how to take a vocabulary test (Chart I-4, "VOCABULARY TEST"). When you take a vocabulary test, **first** you listen to the teacher.

> Optional:
>
> What do you do **first** when you take a vocabulary test? (ER.)
>
> FIRST I **LISTEN TO MY TEACHER.**
>
> Great!

The teacher will read part of a sentence to you.

> Optional:
>
> What will you **hear the teacher read** to you?
>
> I WILL HEAR THE TEACHER READ PART OF A SENTENCE.
>
> Good!

After you listen you will **think of** the key word (or idea).

> Optional:
>
> What will you do after you **listen?** (Everyone responds.) (Prompt if necessary.)
>
> AFTER I LISTEN I WILL THINK OF THE KEY WORD.

> Optional:
>
> To think of the key word, you **think, "what is this sentence talking about?"** How do you decide the key word? (ER)
>
> I DECIDE THE KEY WORD BY THINKING "WHAT IS THIS SENTENCE TALKING ABOUT?"

(Look at the sample on the chart.) Listen! "When someone is tired, they __________." Tell me **the key idea** of the sentence. **Think!** "What is this sentence talking about?" (ER.)

BEING TIRED.

You're right! The sentence is talking about what you do when you're tired. Now you're ready for choosing the best answer that tells about being tired. What do you do first? (Show chart A.) (ER.) (Prompt.)

FIRST I READ ALL THE ANSWER CHOICES AS THE TEACHER READS THEM OUT LOUD.

(Teacher and students read choices. Students point to each. Teacher may use Chart I-4, Vocabulary Test.) (ER.)

a SELL
b RENT
c REST
d TURN

Now, think and choose the answer that tells about being tired. What is the best answer? (Point to it.) (ER.)

REST.

Answer "~~c~~ b" is REST. It is the best answer. You are right! Look at the "vocabulary" test on your answer sheet. Point to "SAMPLE" on the answer sheet. Which answer bubble is the best answer? (ER.)

ANSWER BUBBLE "~~c~~". B

Right! Now mark the answer carefully, quick, dark, and inside the line. (Check and prompt.)

Great! Point to number 1 in your workbook. (Reinforce direction following.)

Listen! "A sack used for groceries is a _________." Think! "What is this sentence talking about?" What is the key idea? (ER.)

SACK - GROCERIES.

Right! Point to and read all the answer choices with me. (ER.)

a PAN
b BAG
c DISH
d BOX.

(Suggest students respond orally since you're working on learning the process.)

Think and choose the best answer. (Allow think time.) Everyone, tell me the best answer. (Everyone responds.)

"B" - BAG.

Now mark the best answer carefully on your answer sheet, row 1. Which answer bubble do you mark?

"B" - ROW 1. (May need some guidance and prompting.)

Good! (Pause. Reinforce correct answer marked carefully on the answer sheet. Check for quick, dark, and inside the line.) You are all exactly right! Point to number 2 in your (workbook) booklet. Listen! "Someone who is not awake is ________." Think! Tell me the key idea.

NOT AWAKE.

Point to and read (soft whisper) all the answer choices with me. (ER)

f PLAYING
g RUNNING
h SLEEPING
j CALLING.

Think and choose the best answer. Mark the best answer carefully. (Use answer sheet.) (Check to make sure everyone is doing it correctly.) Everyone marked "h", "sleeping". You are right!

Point to number 3. Listen! "If the sun is shining, it is ______." Think - key idea. (Sun - shining.) Point to and read all the answer choices with me.

a DAY
b NIGHT
c DARK
d BLACK.

Think and choose the best answer. Tell me. (ER.)

"A" - DAY.

Mark the best answer carefully on your answer sheet. (Students mark "a", day. Reinforce quick, dark, and inside the line. Reinforce laying pencils down when finished.) Proof and correct if necessary. (Chart I,6. Teacher marks number 3.)

Great! Everyone marked their answer sheet correctly! I can see you're going to be very good at taking tests. Thank you for working hard. I will see you _______.

LESSON II: SYLLABLES TEST PRESENTATION

Review Lesson I.

When you take a test, you work hard. When you do it the right way, you show your teacher and parents what you have learned.

You did great last time!

Optional:

How did you do last time?

I DID GREAT.

You will do great today!

Optional:

How will you do today? (ER)

I WILL DO GREAT.

Good!

You are learning how to do the BIG TEST! Last time, you did a vocabulary test. (Show Voc. Test - Chart I,6). A vocabulary test asks you the meaning of a word. What does a vocabulary test ask you?

A VOCABULARY TEST ASKS YOU THE MEANING OF A WORD.

That's right! A vocabulary test asks you the meaning of a word.

Turn to page 1 in your workbook. (Chart I,6). This is a vocabulary test.

Last time you learned some rules for taking a vocabulary test. You learned how to pay attention. First, you listen to your teacher read part of a sentence. Then you think of the key word, idea. "What is this sentence talking about?"

Remedial:

The key idea may be difficult. If it is, try, choose the answer that completes the sentence, or that makes the sentence sound right.

Point to number 4 on your vocabulary test. Listen! "When someone is angry, she is ______."

f singing
g happy
h glad
j mad

(Be sure students point to each answer choice as teacher reads them orally.) (Teacher models on Chart I,6.) Now, you choose the best answer. (Show Chart A.)

Remedial:

Now, what do you do?

I FIND THE ANSWER THAT TELLS ABOUT THE KEY WORD, IDEA, "ANGRY." (This may require some prompting.)

Point to the best answer. (Students point to mad.) You are right! You are really good thinkers! Now, you are ready to mark your answer carefully. (Everyone marks answer on answer sheet. j - mad. Pause.)

Remedial:

If you are not sure, you use your own experience. When you are angry, do you sing? . . . are you happy? . . . are you glad? . . . are you mad? What is the best answer?

J - MAD.

Good!

Everyone, how did you mark your answer carefully?

QUICK, DARK, AND INSIDE THE LINE!

Check. Did you mark your answer carefully?

YES. (Allow time for proofing and correcting.)

Good! Sometimes you forget what the teacher said. If you forget what the teacher said, raise your hand. What do you do when you forget what the teacher said? (ER)

I RAISE MY HAND.

That's right! Sometimes you don't understand the teacher. If you don't understand the teacher, you raise your hand. What do you do when you don't understand the teacher? (ER)

I RAISE MY HAND.

Good listening and answering! If you lose your place, raise your hand and ask for help. Show me what you do when you lose your place. (Students should raise their hand and when the teacher calls on one, he should ask for help.)

Point to number 5 on your vocabulary test. Listen! (Teacher reads stem, mumbling some, and coughing in the middle. . .) "On a farm, a shelter for animals is a ______." (Students should raise their hands.) You really learn fast! (Call on someone and encourage them to say:)

I DIDN'T UNDERSTAND.

Good! You raised your hand when you didn't understand. Why did you raise your hand?

I DIDN'T UNDERSTAND.

Right! When else should you raise your hand? (ER)

IF I LOSE MY PLACE.
IF I FORGET WHAT THE TEACHER SAID.

Good remembering! Let's practice.

Point to number 5 again. Listen! "On a farm, a shelter for animals is a ________." "a - plane, b - car, c - barn, d - ship".

Now choose the best answer that completes the sentence. (Pause) Mark it carefully. (Use Chart A if you forget what to do. (Observe to see if students follow the steps on the chart. Help as you observe need. Praise desired process, e.g., "Good reading all the answer choices." "Good marking carefully on your answer sheet.)

The best answer is c - barn.

You can do a vocabulary test! Sometimes you may not know the best answer. What should you do?

USE MY OWN EXPERIENCES.

Good. What do you do if you still don't know the answer?

GUESS.

Oh, is it OK to guess now?

YES.

Remedial:

How do you use your own experiences?

THINK ABOUT THE WORD(S) I KNOW..
DECIDE IF IT CAN BE THE ANSWER. CHOOSE IT IF IT CAN BE THE ANSWER.

Good! If you **don't know all the words**, you can use your experiences and make a **best guess**. What can you do if you don't know all the words?

USE MY EXPERIENCES.
MAKE A BEST GUESS!

Right! When you think about the words you know and they (or it) are **not the right answer, you choose a word you don't know.** This is your best guess. Look at the answer choices for number 5. Maybe you know about "b", "car" and "d", "ship". **Is "car" the right answer?** Is it a shelter for animals on a farm?

NO

Is "ship" the right answer? Is it a shelter for animals on a farm?

NO

Then, you know answers "b" and "d" are not the best answers. What is your best guess?

THE ONES I DON'T KNOW. "A" OR "C".

Right!

Remedial:

Maybe you know "b", "car" and "c", "barn". Is "car" the right answer?

NO

Is "barn" the right answer?

YES.

Then what is the best guess?

BARN.

Great!

Remember, if you don't know all the answer choices, you think about the ones you know first. What do you do first?

THINK ABOUT THE ONES I KNOW FIRST.

Then, what do you do?

I DECIDE IF IT COULD BE THE RIGHT ANSWER, I USE MY OWN EXPERIENCES. IF IT CAN, THEN I CHOOSE IT FOR MY BEST GUESS.

What do you do if it isn't the right answer?

I GUESS FROM A WORD I DON'T KNOW.

Great! You are learning a lot about taking tests! Now, you are going to learn how to take a "syllables" test. What kind of test are you going to take?

A SYLLABLES TEST.

Open your workbook to **page 2.**
This is a **Syllables Test** (Chart II, ___.)

When you take a syllables test, you decide (think of) **which word is divided the right way. Look at** SAMPLE A. **First, you look at all the words.** Then you **think, "What is this word?"** Everyone, look at all the words. **Think, "What is the word?"** Tell me the word.

ANIMAL (Teacher may need to provide the word.)

Yes, animal is the word. Now, **choose the best answer, the word that is divided** into three parts, syllables, the right way. **Point to the best answer.** Yes, the word parts, syllables, are **an · i · mal.** The best answer choice is **"b".** (Teacher points to answer choice "b" on Chart II, ___.) This answer **shows how to divide animal into three syllables.** After you choose the best answer, you **say the word parts, syllables;** then **say the whole word.**

Remedial:

Listen to the syllables **as** you **say the word.** Everyone, do this with me.

AN · I · MAL ANIMAL

Good! Does this **sound the right way?**

YES

Mark **the best answer on your answer sheet. Point to** "Word Study Skills" near the bottom of the page. See "SAMPLES". Look at row A. The correct answer "b" is marked.

Now, look at **SAMPLE B** in your **workbook**. First, look at all the answer choices.

Then, **think, "What is the word?"** Everyone, **say** the **word** with me. (ER)

FISHERMAN

Good! **Choose the best answer,** the word that is **divided** into **three** word parts, **syllables,** the right way. **Point** to the **best answer.** (Teacher may point to answer "f" on the Chart II, ___ as students point in their workbook.)

What does this answer tell you?

HOW TO DIVIDE "FISHERMAN" INTO THREE SYLLABLES (WORD PARTS) THE RIGHT WAY.

Good remembering!

Remedial:

Everyone, say the word parts, syllables; then, say the whole word.

FISH · ER · MAN FISHERMAN

Does this **sound the right way?**

YES

Remedial:

If you don't know the word, look for **a little word in the big word.** Choose it for your **best guess.** How do you choose a best guess?

LOOK FOR A LITTLE WORD IN THE BIG WORD.

Look at Sample B. Answer choice **"f"** has **two little words.** What are they? (Prompt.)

FISH MAN.

Answer choice **"h"** has **one little** word. What is it?

MAN.

Choose answer choice "f" for your best guess. Why?

IT HAS **TWO** LITTLE **WORDS.** IT HAS MORE LITTLE WORDS.

Right!

Mark the best answer, "f" on your answer sheet.

Remedial:

Find row "B" in the "Sample Box", Word Study Skills. Mark "f" carefully, quick, dark, and inside the line. (Reinforce careful marking.)

Great! You did it the right way. Point to number 1 in your workbook. What do you do first? (Students may need prompting.)

LOOK AT ALL THE WORDS.

Right! Everyone, look at all the words. (Reinforce looking behavior.) Think! Choose the best answer.

Remedial:

What do you look for?

A WORD THAT IS DIVIDED INTO THREE PARTS, SYLLABLES, THE RIGHT WAY.

Point to the best answer. (Check to see if students point to "b" answer choice.)

The answer choice "b" is correct! Excellent!

Remedial:

Does mail · box · es sound the right way?

YES

You are ready to mark the best answer. Everyone, mark the best answer on your answer sheet. (ER.) (Reinforce "laying pencil down" when finished.)

(Check to see if everyone marks "b" in row 1 on the answer sheet. This may need reinforcement, e.g., "I like the way Ron remembered to mark his answer on his answer sheet!")

Point to number 2 in your workbook. (Teacher prompts as students work independently.) Choose and mark the best answer.

Remedial:

1. Look at all the words.
2. Think! What is the word?"
3. Choose the word that is divided into three syllables the right way. (Find little words in the big word.)
4. Say the word parts, say the word. "Does it sound the right way?"
5. Mark the best answer on your answer sheet!

(Pause.) (Teacher checks for the the best answer - "j".) (Teacher points to "j" on Chart II, __.)

(Teacher may need to assist students. Teacher may need to provide word. If this happens, suggest:

Remedial:

If you don't know the word, look for little words in the answer choices. Answer choice "f" has road; answer choice "g" has "road; answer choice "h" doesn't have any; and answer choice "j" has road and run.

Which word would be your best guess? Why?

"J". IT HAS TWO LITTLE WORDS. THE OTHERS ONLY HAD ONE.

Is it OK to guess if you can't read the word?

YES

Right! You just might get it correct! In this example you would have gotten it right! What do you do if you don't know the word?

LOOK FOR LITTLE WORDS THAT I KNOW. THEN GUESS THE ANSWER.

Why would you guess?

I MIGHT GET IT RIGHT.

You are right! Good thinking!

You know how to take a syllables test and a vocabulary test. You have really worked hard today! Thank you! I'll see you next ________.

LESSON III: LETTER-SOUNDS TEST PRESENTATION

Review Lessons I and II.

Everybody has been doing a terrific job learning how to take tests. I can tell you are **all going to learn how to be super test** takers. Now, I want you to work as hard today as you did for me last time. Do you think you can do that?

YES.

Good! We'll practice taking a vocabulary test. Turn to **page 1** in your workbook. Look at **number 6** in your workbook. (Teacher uses chart I, .) This is a **vocabulary test**. What does a vocabulary test ask you to do?

A VOCABULARY TEST ASKS THE MEANING OF A WORD.
. . . TO COMPLETE A SENTENCE THE RIGHT WAY.

Good! When you take a vocabulary test you **listen to the teacher**.

Optional:

Listen for the **key word, idea, in the sentence**. What do you listen for?

KEY WORD, IDEA.

If you **do not understand** the teacher, what do you do?

RAISE MY HAND.

If you **break your pencil, raise your hand**. Now, listen. **"When you ride a horse, you ride in a** __________." "f - saddle, g - chair, h - wagon, j - cage." Choose **the best answer**. (Wait for students to **read, think,** and choose. They may need prompting from Chart A.) Point to the **best answer**.

SADDLE, "F".

You are right! You ride in a saddle when you ride on a horse. Mark it carefully on your answer sheet. (Teacher may need to assist.)

Remedial:

If you **could not read some of the words, you choose your best guess.** What do you do if you do not know some of the words?

I CHOOSE MY BEST GUESS.

Remedial:

How do you choose your best guess? (Prompt.)

THINK ABOUT THE WORD (ANSWER CHOICES) I KNOW. USE MY OWN EXPERIENCES.

Good! When you ride on a horse, do you ride **in** a wagon? (Might imagine a horse with a wagon on its back and you in it!)

NO.

So, you know wagon is not the answer. Now you know the answer is one of the other words. Can you think of something you ride in when you ride on a horse?

YES, SADDLE.

Great! You already know what you ride in, a saddle. One of the words is sad-dle. Now, what is your **best guess**?

SADDLE.

Super! You are right! Even when you can't read all the words, you can **choose your best guess**. You might get it right! What do you do when you can't read all the words?

I CHOOSE MY BEST GUESS.

Good thinking! You might get it right!

Turn to **page 2** in your **workbook**. This is a **syllables test**. When you take a syllables test, you **decide (think of) which word is divided the right way. What do you do when you take a syllables test?**

I DECIDE WHICH WORD IS DIVIDED THE RIGHT WAY.

Right! First, you **look** at all the **words**.

Then you **think**, "What is the word?"

Everyone, point to **number 3**. (Teacher points on chart II,3.) Look at **all** the words. **Think**, "What is the word"? (Some students may not be able to read the word. If so, do the remedial exercise.) Tell me.

APARTMENT.

Mark the best answer on your answer sheet. (Help students find **Word** Study Skills section under Samples A and B.

"A" - A · PART · MENT.)

(Prompt and check.)

Remedial

When you don't know the word, look for little words in the word. Are there any little words inside this word?

YES.

What is it?

ANSWER CHOICE "A": A PART
ANSWER CHOICE "D": A
ANSWER CHOICE "B": ART.

Good! Which would be the one you choose as **your best guess?** You might be right!

ANSWER CHOICE "A".

Remedial:

Great! You are right! The word parts, syllables, are a-part-ment. Does this sound right?

YES.

Everyone **choose the best answer** for number 4. (Observe, prompt individuals, and reinforce steps:)

Remedial:

a) **Look at all** the choices.
b) Think, "What is the word?"
c) **Choose** the word that is **divided the right way.**
d) **Say the word** to see if it **sounds right.**
e) **Mark** the best **answer carefully.**) (Refer students to answer sheet.)

Remedial (if students cannot do step b.)

Are there any little words inside the big word that you know?

YES.

What?

DEN.

Then which answer is your **best guess?**

THE THIRD ONE - "H".

Right! Your **best guess** is the right answer. Great!

Everyone, **choose** the best answer for **number 5.** (Observe, prompt individuals, and reinforce steps. Do remedial if needed.) **Mark** it carefully on your answer sheet. Tell me the answer you marked on your answer sheet.

"C" - BUT-TER-FLY.

You are sure working hard! That is right! What do you do when you can't read the word? (Teacher may need to prompt.)

I CHOOSE MY BEST GUESS.
FIND LITTLE WORDS IN THE BIG WORD.

That is a good answer. You should guess and go on to the next one. You **might get it right!**

All of you did really well on these tests. Now you are ready **to learn how to take a new kind of test.** This test is called a **letter-sounds** test. (Chart III,___.) What is this test called?

A LETTER-SOUNDS TEST.

Turn to **page 3** in your **workbook.** Good turning to page 3 quickly! What do you do if you don't understand the teacher?

I RAISE MY HAND.

Right! What do you do if you forget or lose your place?

I RAISE MY HAND.

Good remembering how to get help! I will look at SAMPLE C. **My turn.** (Teacher models process on chart III,___.) The directions tell me to look at the word with the underlined letter(s). I can call this the "key word". Point to the "key word" in Sample C. (Teacher points to "play".) Good pointing. (Teacher praises self for pointing to Sample C on chart model (Chart III,__). **The underlined letter or letters stand for a sound. What do(es) the underlined letter(s) stand for?**

A SOUND. **(Teacher answers own question.)**

Right! **Next,** I say ("2 foot voice") **the key word** and **listen for** the sound of **the underlined letter(s).** (A "2 foot voice" is one that goes out from person about 2 feet. Teacher can measure. This is like a whisper.)

Now I **read the three words** under the "key" word. (Teacher reads: cat, way, care.) I **think,** "Which word has the same sound in it?" Then I **choose** that word for the best answer. I say the "key word", **play,** and the best answer, **way.** Do I hear the same sound? (Teacher answers self.) Yes! Now I am ready to mark the best answer on the answer sheet carefully. (Teacher marks.) I can do the **letter-sound test.** Now it's your turn.

Point to the directions at the top of page 3. (Check and reinforce pointing.) Read them to yourself as I read them aloud: "Read the first word. The letter or letters that are underlined stand for a sound. Find the answer choice that has the same sound. Mark the answer carefully on the answer sheet.

Everyone, point to Sample C in your workbook. First read the word with the underlined letters. We'll call this the "key word". Everyone, read the key word with me. (Teacher and students read.)

PLAY.

Good! The underlined letters stand for a sound. What do the underlined letters stand for?

A SOUND.

Right! Say "play". (Use 2-foot voice.)

PLAY.

What sound do the letters stand for?

/Ā/.

You're right! /Ā/. Now read the three words under the "key" word. (Teacher reads with students.)

CAT, WAY, CARE.

Think, "Which word has the /a/ sōund in it?

Remedial:

Say /ā/ - cat. Does "cat" have the /ā/?

NO.

Say /ā/ - way. Does "way" have the /ā/?

YES.

Say /ā/ - care. Does "care" have the /ā/?

NO.

Then, "Which word has the /ā/ sound in it?"

WAY.

Right! What is the best answer?

"B" - WAY.

Mark the best answer carefully on your answer sheet, "SAMPLE C". (Observe students as they mark answer bubble "b".)

All of you did the letter-sounds test the right way. Everyone **point** to number 11. **Read the word with the underlined letters.** (Teacher reads with students.)

WET.

What letter is underlined?

"W".

What does the underlined letter stand for?

A SOUND. /W/

Great! Say "wet". **Listen for the sound the underlined letter stands for.**

WET.

Now **read** the three words under the "key" word. (Teacher reads with students.)

NEW, WALK, WHEN.

Remedial: (Guess strategy.) (If students can **not** read words.)

When you can't read the words, read the one(s) you can. It might be the best answer.

Or find an answer choice with the same letter as the one(s) underlined. It might be right. If there is more than one word, choose the word that has the same pattern as the key word.

Think, "Which word has the same sound as the underlined letter in "wet"?

(Teacher may need to do remedial.)

"B" - WALK.

You are right! Say "wet" and "walk".

WET - WALK.

Does walk have the same sound as the underlined "w" in "wet"?

YES.

WALK - "B".

Then walk is the best answer. Mark the best answer on your answer sheet carefully. (Observe students as they mark "b" on row 11 under SAMPLE C. Reinforce.) All of you can take a letter-sound test! Super!

I can tell you're all working hard. You are good test takers. Thanks for working so hard! I'll see you next ____________.

LESSON IV: VOCABULARY, SYLLABLES, AND LETTER SOUNDS

PRESENTATION (REVIEW)

You have been working very hard! You have learned how to take three kinds of tests: **vocabulary, syllables,** and **letter-sounds.** Today you will practice taking these tests.

Turn to **page 1** in your student workbook. This is a **vocabulary test.** You will remember that a vocabulary test asks you the meaning of a word.

Remedial:

What does a vocabulary test do?

IT ASKS THE MEANING OF A WORD.

When you take a vocabulary test, you **listen to the** teacher and **listen for the key word, idea.** What do you do when you take a vocabulary test?

I **LISTEN** TO THE TEACHER AND **LISTEN** FOR THE KEY WORD, IDEA.

Then you choose the best answer. How do you choose the best answer (chart A)?

1. I **READ** ALL THE ANSWER CHOICES.
2. I **THINK** and **CHOOSE** THE BEST ANSWER. (THAT COMPLETES THE SENTENCE.)
3. I **MARK** THE BEST ANSWER.

What do you do if you get lost, or don't understand?

I RAISE MY HAND.

If you break your pencil, what should you do?

RAISE MY HAND.

Great! You really have remembered!

Point to number 7. **Listen,** "An example of a vegetable is a _____." "a - cookie, b - muffin, c - banana, d - beans." (What is the **key word, idea?**)

(VEGETABLE.)

Remedial:

If the key word is difficult, teacher might have students **choose the word that completes the sentence.**

Right! **Choose** the best answer. (Reinforce students as they go through the steps.) **Mark** the best answer on your answer sheet (under Vocabulary) carefully. (Reinforce careful marking - **quick, dark,** and **inside the line.**) What is the best answer?

"D", BEANS.

Point to number 8. Listen, "A doctor is called when someone is ____." "f - busy, g - happy, h - sick, j - fine." Think! ["What is the key word, idea?"] Choose the best answer. Mark the best answer on your answer sheet carefully. (Teacher checks to see if students marked "h" in row 7 under Vocabulary on their answer sheet.) Tell me the best answer.

"H", SICK.

Great! (Discuss how students chose best answer. Have them share how they may have made a best guess.)

Point to number 9. Listen, "When you draw a line below a picture, you draw ____." "a - beside it, b - over it, c - around it, d - under it." Think! ("What is the key word, idea?" or choose the answer that makes the sentence sound right or . . . that completes the sentence the right way.) Tell me.

DRAW BELOW A PICTURE.

Remedial:

You may not know which word is the best answer. Think! When you draw below, do you draw under it? Use your own experience.

YES.

Would "under it" fit the key idea?

YES.

Think! When you draw below, do you draw over it?

NO.

Would "over it" fit the key idea?

NO.

Think! When you draw below, do you draw beside it?

NO.

Think! When you draw below, do you draw around it?

NO.

Now, choose the best answer.

UNDER IT. "D"

Good choosing! Mark the best answer carefully on your answer sheet. (Reinforce.)

Remedial:

When you do not know which word is the best answer, you look at the little word(s) in the big word. Then you think, "Does that little word (or Do these little words) fit the key idea?" What do you do when you do not know which word is the best answer?

LOOK AT THE LITTLE WORD(S) IN THE BIG WORDS. THINK, "DOES THAT FIT THE KEY WORD, IDEA?"

Excellent! Then you make a **best guess.**

Is it OK to make a best guess when you don't know the answer?

YES.

Yes, it is ok to guess!

Point to number 10. Listen, **"Another word for said is** _______." "f - saw, g - put, h - sat, j - told." Think and choose the best answer. **Mark the best answer.** (Reinforce correct student responses.) Tell me the correct answer.

"J", TOLD.

You are **correct!**

Which test asks you **to decide which is the correct way to divide the word?** (Assist if needed.)

SYLLABLES TEST.

Good remembering! Now turn to **page 2** in your workbook. (chart II,___). This is a **syllables test.** What do you do when you take a syllables test? (May need to prompt.)

DECIDE WHICH WORD IS DIVIDED THE RIGHT WAY.

Right! **First,** you **look** at all the **words.** What do you do first?

I LOOK AT ALL THE WORDS.

Good! Then you **think, "What is this word?"** What do you think?

"WHAT IS THE WORD?"

Right!

Point to number 6 on page 2. What do you do **first?** LOOK AT ALL THE WORDS. (Have students do this.)

What do you **think?**

"WHAT IS THIS WORD?" (Have students do this.)

Tell me the word.

POLICEMAN. (Teacher may need to assist.)

Right! Point to the word that is divided the right way. (Students point to answer "g".) Mark the best answer on your answer sheet under Word Study Skills, SAMPLES A AND B. (Observe to see if students mark "g" on row 6.)

Good! Everyone knows how to do the syllables test.

Remedial:

If you don't know the word, what do you do? (May need prompting.)

LOOK FOR LITTLE WORDS IN THE WORD.

Then you make a guess. Is it ok to guess?

YES.

That's good! When you don't know the word, you can guess. You might get it right.

Point to number 7. Choose the best answer. Point to the best answer. (If students are not correct, tell them to make a best guess.) Answer "d" is the best answer. Mark the best answer on your answer sheet carefully. (Reinforce correct marking.) Point to number 8. Choose the best answer. Mark the best answer on your answer sheet. ("j" - riv-er-boat.) (Proof and correct.) (Did anyone choose a best guess? Did you look for a little word that you know? Was your best guess correct? -Allow time for responses.)

You will begin with number 9. In each question, the same word is divided into syllables in four different ways. Decide which is the correct way to divide the word. Then mark the space for the answer you have chosen.

When you come to the bottom of the page where it says "STOP", put your pencil down and wait. If you finish early, you may check your work on this page only. Do not go on until I tell you to. Does everyone understand what to do? (Praise students for raising their hand if they do not understand.)

After three minutes (or sooner, if all are finished) say: Stop! Put your pencil down now. (Monitor. If you see student problems, take time now to review, i.e., looking for little words to help in choosing best place for word division and looking at prefixes (i.e., sub) and suffixes (i.e., er, tion.)

Turn to **page 3** (chart III,4) in your workbook. Remember the directions for a "Letter-Sound" test. **First, you look at the word with the underlined letter.** What do you look at first?

THE WORD WITH THE UNDERLINED LETTER.

Good! We might call this the "key word". Point to **number 12.** Point to the **word** with the underlined letter. (Check.) **Think! "What letter is underlined?"** Tell me.
A.

Good. **Think! What does the underlined letter stand for?** (May need prompting.)

A SOUND. /Ă/

Great! Say "can". **Listen for the sound the underlined letter stands for.**

CAN.

Now read the **three words under the "key" word.** (Teacher reads with students.)

CANE, BABY, LAST.

Think! "Which word has the same sound as the underlined letter in can?" Tell me.

LAST.

Good thinking! You are right! **Say "can" and last.**

CAN, LAST.

Does last have the same sound as the underlined a in can?

YES.

Then **last** is the best answer. Mark the best answer ("h" - last) on your answer sheet under **SAMPLE C, row 12, Word Study Skills**, carefully. (Observe and reinforce.)

Remedial:

If you don't know the words, look for a word that has the same letter(s) as the underlined letter(s). Then you make a guess. What do you do if you don't know the words? (May need to prompt.)

LOOK FOR A WORD WITH THE SAME LETTER OR LETTERS - THEN GUESS.

Good. It is OK to guess if you don't know the answer.

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Begin with number 13 and continue to the end of the page. When you see the sign "go on", go to page 4. Continue until you come to the "stop" sign. "Stop" and lay down your pencil. If you finish early, you may go back to page 3 and check your work through page 4. Do all of you understand? (Respond to raised hands and questions.) (Prompt as students work. Reinforce.)

Begin! (After 3 minutes, say) "Stop". Lay your pencils down. (Teacher may need to reinforce guessing strategy - pacing - if you don't know, guess, and go on; or marking behavior.)

You have really worked hard today. You know how to take three kinds of tests: vocabulary, syllables, and letter-sounds. Fantastic! I'll see you ___________."

If students need additional practice, teacher may use pages 5-8. An additional answer sheet will be needed.

LESSON V: COMPREHENSION A

Review: Lesson I, II, III, and IV.

Now you're going to practice taking a comprehension test. Turn to **page 9.** (Chart V,27, will be used for this section.) Look at the "DIRECTIONS" at the top of the page. **First,** they tell you to **read the passage** carefully. (Chart B.) What do you do first?

READ THE PASSAGE.

Good! **Then you read each question in the column beside the passage.** (Chart B - Read - Step 1.) (Have students point to the question.)

Next you **choose the best answer** for each question. **When you choose the best answer** you, **first, read all the answer choices** (Chart A - Read - Step 1.) What do you do **after** you **read each question?**

I CHOOSE THE BEST ANSWER FOR EACH QUESTION or READ ALL THE ANSWER CHOICES.

You are right.

Remedial: (If response above is I CHOOSE THE BEST ANSWER.)

What do you do **first** when you choose the best answer?

I READ ALL THE ANSWER CHOICES.

Next, you **think and choose** the best answer to the question. Then you **mark the best answer** carefully. (Point to chart V,27.)

First, you will **read the passage carefully.** (Teacher models, reads passage out loud.) Then, you **read the question number 1.** (Teacher models, reads question #1.)

THIS STORY TELLS ABOUT.

Next, you **read all the answer** choices. (Teacher models, **reads and points to answer choices:** "bones", "air", "birds", and "holes" as students point and read.) Now you **think about what the story told you. Then you read the question** and all the answer choices again. Everything in this story tells about birds. So **birds** is the best answer. **What is the best answer?** (Students respond with teacher.)

BIRDS.

Right! Now you mark the best answer on your answer sheet. (Find Reading Comprehension" section, number 1. Teacher and students mark answer bubble "c" on answer sheet.) If you don't know the answer, you can look back in the story to help you.

Remedial (to help students look back in the story):

I did not choose holes, because holes is telling something about birds.

I did not choose bones because bones is telling something about birds.

I did not choose air because air is telling something about birds.

The story is about birds.

Now you are ready to read question number 2. First, read the passage. (Teacher reads orally as students read since you're working on the process now. Students may not need to reread passage.)

Point to number 2. Read the question. (Teacher reads orally as students read silently.)

Read all the answer choices. (Teacher reads orally as students read silently.) Think and choose the best answer. Mark it carefully. (Teacher checks and prompts as necessary.) (Teacher points to chart V,27, question #2.)

Remedial:
You can look in the story and find the sentence that tells about "holes in the bones". (Point to the sentence and read it.) Everyone read this sentence with me:

THE HOLES IN THE BONES HAVE AIR IN THEM.

Now you think and choose the best answer. The best answer is "f", air. Mark the best answer carefully on your answer sheet. (Students mark "a" quick, dark, and inside the line.) Did you mark the best answer carefully - quick, dark, and inside the line? (Teacher checks to make sure everyone has marked correctly.)

You are right!

Remedial (error in marking):
Good checking! Now, erase your mark and do it the right way. (e.g., erase and mark inside the line.)

Now what do you do? (ER.)

READ QUESTION NUMBER 3.

Read it with me. (ER.)

IN WHICH CLASS WOULD YOU READ THIS STORY?

Remedial:
The story doesn't give you the answer. You think about your own experiences. When do you read about birds? Do you read about birds in math? (ER.)

NO.

Do you read about birds in science? (ER.)

YES.

Do you read about birds in art? (ER.)

NO. (SOMETIMES.)

Do you read about birds in music? (ER.)

NO (SING ABOUT THEM.)

Now you choose the best answer. Point to it. It is "science", answer bubble "c". Mark the best answer carefully on your answer sheet. (Mark quick, dark, and inside the line.) (Reinforce careful marking.)

Note: Use your own experience if the story doesn't tell the answer or if you can't read all the words.

Super!

Teacher may need to read the passage and test items and choices with students orally while they learn the process.

Remedial (observe to identify problems:)

After everyone is finished, (questions #1-#3), go over the process with them. Monitor and reinforce the process as it is demonstrated, e.g., "Good reading the passage first." "Good reading the question." "Good reading all the answer choices." "Good looking in the passage." "Good thinking." "Good marking the right answer carefully!"

Everyone, what is the best answer for number 1?

"C".

Right! How did you choose "c"?

I THOUGHT ABOUT THE STORY AND THE QUESTION. THE STORY WAS ABOUT BIRDS. BONES, HOLES, AND AIR WERE TELLING ABOUT BIRDS.

(If someone marked incorrectly, have them erase and correct their answer.) Everyone, what is the best answer for number 2?

"F".

Right again! How did you choose "f"?

I LOOKED IN THE STORY. I FOUND THE SENTENCE THAT TELLS ABOUT "HOLES IN THE BONES".

Fantastic! You are really doing good thinking. (Have everyone proof and correct number 2.) Everyone, what is the best answer for question number 3?

"C".

That is exactly right! How did you think and choose "c"?

I THOUGHT ABOUT MY OWN EXPERIENCES.

(Have students proof and correct.)

You are learning fast. Today you learned how to take a comprehension test. You learned how to think and choose the best answer: (Chart B review.) - Think about what the story tells you.

- Find information in the story that matches information in the question.

- Use your own experiences, what you have seen or done.

Thank you for working so hard! You are good test takers!

If you can't read all the words in the story, question, and answer choices, you can look for key question words or phrases in the question and in the story. Look at number 2. Look at the phrase, "holes in the bones". Find it in the story. Now look at the answer choices. Is there a word in an answer choice and also in the sentence you pointed to in the story?

YES.

What is it?

AIR.

So "air" would be a best guess. It is right, too.

1st Group
4th Group

When you take a comprehension test, you read different kinds of passages. Sometimes the passage is like a story. The passage about birds was like a story.

Sometimes the passage is like a letter. On page 10, the passage is like a letter. What is this passage like?

A LETTER.

Remedial:
When you read a passage that is like a letter, you look for the name of the person who wrote it. What do you look for?

THE NAME OF THE PERSON WHO WROTE THE LETTER.

Who wrote this letter? (ER.)

DAN.

Then you look at the letter. Who will get Dan's letter? (ER.) (May need to assist.)

DR. SAM.

The letter tells you what Dan wanted to say to Dr. Sam. What does the letter tell you? (ER.)

WHAT DAN WANTS TO SAY TO DR. SAM.

Now, you read to find out what Dan says to Dr. Sam. Read this letter to yourself as I read it out loud. (Teacher reads letter, "Dear Dr. Sam....") After you read the letter you read question number 4. Read with me. (ER.) (Note: The question is in the right column.)

DAN WROTE TO A.

Good! What do you do next? (Chart B.)

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READ ALL THE ANSWER CHOICES.

Read all the answer choices with me. (ER.) (Note: answer choices are in 2 columns.)

DEN, DOCTOR, MAMMAL, SNAKE.

Good!

Remedial:
Now **think**. Who did Dan write to? Point to the part of the letter that tells the answer. (Students should point to "Dear Dr. Sam".) What clue will help you?

DR. - HIS TITLE.

Right!

Now **choose** the best answer. (Pause.) Mark the best answer carefully. Which answer did you mark?

"G" DOCTOR.

You are exactly right! Remember that sometimes the passage uses abbreviations. Now point to **number 5**. **Read** the question with me. (ER.)

DAN LEARNED THAT MAMMALS ________.

Now **read all the answer choices.**

GO TO SLEEP WHEN THEY GET COLD.
STAY AWAKE IN THE COLD.
ARE SNAKES.
DO NOT HAVE A TEMPERATURE.

Remedial:
How do you think? (Point to chart B.) #1. **What is the letter about?** and (Pause) #2. What is the "key idea" of the question? Look at the words and question words. What is the question asking about?

MAMMALS.

Good. You can guess the "idea" even when you can't read it. Now look in the story. **Find the sentence or sentences that tell about the key idea in the story**, mammals. **Point to it.** (**"I'm sure glad I'm a mammal so my temperature stays the same.** I don't go to sleep like snakes **do everytime I get cold."**)

You learned that **Dan is a mammal.**

You learned that Dan **does not** go to sleep when he gets cold. So, **mammals** don't go to sleep everytime they are cold.

Did Dan learn that mammals go to sleep everytime they get cold?

NO.

Did Dan learn that mammals can stay awake even when they get cold? Why?

YES. (BECAUSE HE'S A MAMMAL AND HE DOESN'T GO TO SLEEP EVERYTIME HE GETS COLD.)

Remedial:

Did Dan learn that snakes are mammals?

NO.

Did Dan learn that mammals do not have a temperature?

NO.

Good! Now choose the best answer. Everyone point to the answer. (Check.) Mark the best answer carefully! (Students mark answer "d".)

Great! You did it exactly right! Now, do number 6. (Teacher prompts individuals as necessary.) (Check "j".)

This may be an appropriate place to end this session, depending upon student's pacing.

Sometimes, the passage has pictures and directions in it. You use the pictures and directions when you answer the questions. Turn to page 11. This is a comprehension test. The passage has pictures and directions. What does the passage have?

PICTURES AND DIRECTIONS.

Right! You will use the pictures and directions to answer the questions. What will you use to answer the questions?

PICTURES AND DIRECTIONS.

Remedial:
You are ready to do the test. (Show chart B.) **What do you do first?** (Point to chart.) Say it with me.

READ THE PASSAGE.
READ THE QUESTIONS.
READ ALL THE ANSWER CHOICES.

You are right! Everyone, read with me. (Teacher and students read orally from chart B.) Now you think. **How do you think?** (Show chart B. Point to chart.) Say it with me.

1. WHAT IS THE STORY ABOUT? (Pause.)
2. WHAT IS THE "KEY IDEA, WORD" OF THE QUESTION? (Pause.)
3. FIND THE SENTENCE(S) IN THE PASSAGE THAT TELLS ABOUT THE "KEY IDEA, WORD". (Pause.)
4. THINK ABOUT AND CHOOSE THE BEST ANSWER.

Read the passage with me, out loud. (Teacher and students read together. Focus is now on the process.) That was good reading with me. What do you do next? (Point to chart B.)

READ THE QUESTION NUMBER 7.

Right! Read the first question under the passage with me. (Teacher and students read together.)

WHEN PUT TOGETHER THE YUM-YUM WILL LOOK LIKE A ______.

Now what should you do? (Chart B.)

READ ALL THE ANSWER CHOICES.

Good thinking! You **read all the answer choices.** Read with me.

SANDWICH.
PIE.
BOX.
CANDY BAR.

Next you **think** and then **choose** the best answer. This passage tells how to make *yum-yums*. The question asks what *yum-yums* look like. Look at the passage. What will help you answer the question?

THE PICTURE.

Optional:
Good. Look on the chart, (Chart B, #3). Read with me. (ER.)

FIND THE SENTENCE(S) IN THE PASSAGE THAT TELLS ABOUT THE "KEY IDEA".

Now, there is no sentence that tells what the yum-yum looks like. But there is something else. What is it? (ER.)

THE PICTURE.

Super! You did good thinking. (Teacher adds the word "pictures" on chart B, #2, C, blank space.) Sometimes a **picture** tells the answer to the question. What does the picture tell you? What does the yum-yum look like? (ER.) (Prompt. "Look at the answer choices.") **Use your own experiences and look at the picture.**

IT LOOKS LIKE A SANDWICH.

Now you choose the best answer. (Teacher may need to read choices orally with students.) (Students should point to "a".) Good! **Mark** the best answer for **number** 7 on your answer sheet. (Students mark "a".)

Great! You learned **how to think and choose the best answer by using a picture in the passage.** Point to **number** 8. Read the question with me. (ER.)

STEP 5 TELLS YOU HOW TO ________.

Remedial:
Step 5 is a part of the directions for the recipe.

Read the answer choices. (ER with teacher.)

EAT THE YUM-YUM.
PUT THE YUM-YUM TOGETHER.
MAKE THE YUM-YUM.
COOK THE YUM-YUM.

Now you are ready to **think** and **choose** the best answer.

Remedial:
How do you **think?** (Chart B.)

FIRST I ASK MYSELF, "WHAT IS THE PASSAGE ABOUT?"

You've already done that. Then you do what?

I ASK MYSELF, "WHAT IS THE 'KEY IDEA, WORD' OF THE QUESTION?"

What is it? Tell me. (ER.)

STEP 5 - TELLS.

Good! What does number 3 on the chart (chart B) say? (ER with teacher.) Everyone read with me.

3. FIND THE SENTENCE(S) (**PICTURES**, _________) IN THE PASSAGE THAT TELL ABOUT THE "KEY IDEA".

Everyone point to **step 5**. (Students should point to step 5.) Let's read it together. (ER.)

5. BAKE AT 350° F. FOR 5 MINUTES.

Good reading! Now **think** about the answer choices and **choose** the best answer.

Remedial:
(Teacher points to number 3 on chart B.) Does step 5 tell you **how to eat the yum-yum?**

NO!

Does step 5 tell you **how to put the yum-yum together?**

NO!

Does step 5 tell you **how to make the yum-yum?**

NO! (May need to clarify that it only tells one thing about how to make the yum-yum.)

Does step 5 tell you **how to cook the yum-yum?**

YES.

Mark the best answer on your answer sheet. (Check j.) (Pause.)

Sometimes the answer uses a word that means about the same as a word in the passage sentence. What word means about the same as cook in the passage? (ER.)

BAKE.

Optional:
So, we can add something to step #2, C. That is word(s). (Teacher writes "word(s)" in the blank on chart B, #2, C.) Find the sentence(s) (picture(s), word(s) in the passage that tells about the question.

We also use directions.

Optional:
So we can add directions in the blank on chart B #2, C. (Teacher writes "directions" in chart B, #2, C, blank space.)

Now you are ready to do number 9. Everyone point to number 9. What do you do first? (May refer to chart B.)

READ PASSAGE.

You've already done this. Ok! What do you do now?

READ THE QUESTION.

Everyone do it. (Students do by themselves.) Good. What do you do next?

Remedial:
If you can't read all the words, read the ones you can. You will begin to get an idea. Then look for words in the passage that are like the answer choices if you don't know the answer. If you find one, choose that answer choice as your best guess.

READ ANSWER CHOICES.

Everyone do it. (Students do by themselves.)

Remedial:

FIRST I ASK, "WHAT IS STEP 2-A ABOUT?"

Then what do you do?

I ASK, "WHAT IS THE QUESTION?"

Now find the answer choice that answers the question. Everyone, do this. Choose the best answer. Mark the best answer on your answer sheet. (Students should mark answer "b".) (If someone has a problem, go back and have peer model process and tell what they're thinking. Everyone needs to have correct response.)

Everyone, tell me the correct answer! (ER.)

"B". ONE CANDY BAR AND ONE COOKIE.

Fantastic! You are really doing great! You have learned a lot about taking comprehension tests. You are working hard. I know you are going to do well on the big test. I'll see you ______________.

LESSON VI: READING COMPREHENSION B

Review: Lessons I, II, III, IV, and V.

Hello, again! You really have learned a lot about taking tests. You have been working very hard! Now, you are going to do some comprehension tests on your own.

Turn to **page 12**. This is a comprehension test. You will read the passage carefully. Then read each question. Choose the best answer. What do you do after you read the question? (Prompt.)

READ ALL THE ANSWER CHOICES.

If you can't read all the words, choose your best guess. What do you do when you can't read all the words?

CHOOSE MY BEST GUESS.

When you come to the bottom of page 12, you see a "GO ON" sign. That tells you to go to page 13 and do another comprehension test.

Remedial:

How do you choose your best guess?

READ WORDS THAT I KNOW.
USE MY OWN EXPERIENCES.
LOOK FOR WORDS FROM THE QUESTION IN THE STORY.
FIND ANSWER CHOICES IN THE STORY.

Does anyone have a question? When you come to the "STOP" sign on page 13, lay your pencil down and wait. You may go back and check your work on pages 12 and 13. If you break your pencil, raise your hand. Ready? (Pause. Respond to any questions.) Go!

Teacher will monitor and prompt as students need assistance. Students should be seated apart so teacher prompting will not interfere. After **7 minutes** or less (if all students are finished), say:

Stop! Lay your pencils down.

The teacher should go back and go over questions with students. They should be encouraged to share their strategies. Each student should proof and correct his/her answer sheet. The following **remedial notes** are **some examples** that may be used when and where appropriate.

Remedial: **page 12, number 10.**
(If you could not read all the answer choices . . . .)

Look for a word in the question that is in the story, too.

KIM, GOT, A, PRESENT.

Wow! These four words are in the (sentence) first part of the story. Is there a word in the answer choices in this (sentence) same part of the story?

YES.

Which answer choice is it?

"H".

Then, what is your best guess?

"H".

Super! That happens to be the best answer, too!

Remedial: **page 12, number 12.**

Look at the words in the question. Do you see any of them in the story?

YES.

Tell me.

TED, RODE, TO, KIM'S.

Good. Now, look at the answer choices. Do you see any of them in that same (sentence) part of the story?

YES.

What is it?

"J" HOUSE.

What would be your best guess?

"HOUSE". "J".

Fantastic! That is the best answer, too.

Remedial: **page 12, number 14.**

Look at the words in the question. Can you read some of them?

YES.

What are they? (Note: Ted and Kim are probably names because they start with capital letters. Can you read any of the words?

YES. "AND", "WILL", "PLAY".

Are there any words that you know in the story that are about playing?

"YES", "PLAYED", "TED RODE BIKE", "RIDE IN WAGON".

Look at the last sentence. (**Kim said, "Ted, let's ride together in my new wagon."**) The clue is **let's**. It means **"let us"** ride in my new wagon. Kim is talking - he said, "in **my new wagon."** Whose wagon will Ted and Kim play in?

KIM'S.

What is the best answer?

"J".

Good!

OR

Kim got a birthday present. Who would have a new wagon?

KIM.

Then, you could guess that Ted and Kim will play where? What is your best guess?

"J". IN KIM'S WAGON.

Remedial: page 13, number 15.

If you can't find the answer, you can use your own experiences to make a "best guess". Look at the question. You see "happy" and "play". Now, look at the answer choices. Would a boy play with dad's new car?

NO.

Would a boy play with dad's old car?

NO.

Would a boy play with his friend's old car?

MAYBE.

Would a boy play with his friend's new car?

YES.

Think about your experiences. Think about the word "happy". Do you think happy and old or happy and new. (Are you happy with an old car or a new car?)

NEW CAR.

So what is the best guess using your own experiences?

"D".

Good guess! You're right, too.

Thank you for working hard. You know how to take a comprehension test even when you can't read all the words. I'll see you ________________.

LESSON VII

Lesson II
Box A - **Review** Lesson I

1. How do you let me know you are finished?

   LAY MY PENCIL DOWN.

2. What do you do when you don't understand?

   RAISE MY HAND.

3. How do you mark your answer sheet carefully?

   QUICK, DARK AND INSIDE THE LINE.

4. What may happen if you do not mark your answer dark?

   IT MIGHT BE WRONG.

   . . . if you do not mark your answer inside the line of the answer bubble?

   IT MIGHT BE COUNTED WRONG.

5. When you take this test, where do you mark the answer?

   ON MY ANSWER SHEET.

Review Lessons I and II

6. What does a vocabulary test ask you?

THE MEANING OF A WORD.

7. Turn to page 1. This is a vocabulary test. What do you do first?

LISTEN TO THE TEACHER.

Then what do you do?

CHOOSE THE BEST ANSWER THAT COMPLETES THE SENTENCE.

What do you do when you are not sure which answer choice is the best answer?

USE MY OWN EXPERIENCES.

What do you do if you still don't know the answer?

GUESS FROM THE WORD I DON'T KNOW.

You don't know some of the answer choices. Which ones do you think about first when you use your own experiences?

THE WORDS (ANSWER CHOICES) I KNOW.

If this is not the best answer, what do you do?

GUESS FROM THE WORD I DON'T KNOW.

8. What do you do when you forget what the teacher said? Show me. (Students raise hand.) Tell me.

RAISE MY HAND.

What do you do when you lose your place?

RAISE MY HAND.

9. Turn to page 2. This is a **Syllables Test.** What do you do first?

LOOK AT ALL THE WORD. DECIDE WHAT IT IS.

Then, what do you do?

CHOOSE THE BEST ANSWER
OR
CHOOSE THE WORD THAT IS DIVIDED INTO THREE PARTS (SYLLABLES) THE RIGHT WAY.

How do you check your answer?

SAY THE WORD PARTS - SAY THE WHOLE WORD.

If you don't know the word, how do you choose your best guess?

LOOK FOR LITTLE WORD(S) IN THE BIG WORD.

Review Lessons I, II, and III

10. What do you do if you break your pencil?

RAISE MY HAND.

11. Turn to page 3. This is a letter-sound test. What do the underlined letter(s) stand for?

SOUND(S).

How can you check your answer?

SAY THE KEY (FIRST) WORD.
SAY THE ANSWER CHOICE.
DOES THE ANSWER CHOICE HAVE THE SAME SOUND AS THE UNDERLINED LETTER?

What do you do if you can't read the answer choices? (Prompt.)

GUESS.

How do you choose your best guess?

READ THE WORD(S) THAT I KNOW
OR
FIND THE ANSWER CHOICE WITH THE SAME LETTER AS THE ONE(S) UNDERLINED (e.g., #15, page 3).
CHOOSE THE WORD THAT HAS THE SAME PATTERN AS THE KEY WORD (e.g., #12, page 3).
- CVC/consonant, vowel, consonant (consonant blend)

THE SOUNDS MAY BE AT THE BEGINNING, MIDDLE, OR END OF THE WORD.

12. Turn to **page 4**. Look at the "STOP" sign. What does it tell you? (Prompt as necessary.)

STOP.
GO OVER MY ANSWERS.

How do you go over your answers?

CHECK TO SEE IF I HAVE CHOSEN THE BEST ANSWER.
CHECK TO SEE IF I MARKED CAREFULLY, QUICK, DARK, AND INSIDE THE LINE.
WAIT.

Turn to **page 9**. Look at the "GO ON" sign. What does it tell you.

TURN TO THE NEXT PAGE. KEEP WORKING.

Lesson V - **Review**
(Go over Lessons I, II, III, and IV Reviews)

13. What do you do if you forget?

RAISE MY HAND.

14. Turn to **page 3**. This is a letter-sounds test. What do you do before you choose the best answer?

READ THE FIRST WORD
AND
READ ALL THE ANSWER CHOICES.

Optional:

If you choose a guess, you might look for a word with letters like the underlined letters in the key word.

- What do you do if there are two words with the same letters as the underlined letter?

LOOK AT THE KEY WORD.
IF IT IS A CVC WORD, I LOOK FOR THE ANSWER CHOICE THAT IS A CVC WORD.

- The first (key word has a letter underlined at the beginning of the word (e.g., **number 25**). Does the best answer have the sound at the beginning of the word?

IT MIGHT HAVE THE SOUND AT THE BEGINNING, MIDDLE, OR END OF THE WORD.

15. Turn to **page 10**. This is a **comprehension test**. What do you do first?

READ THE PASSAGE (STORY) CAREFULLY.

- Then, what do you read?

THE QUESTIONS.

- What do you do first when you choose the best answer?

READ ALL THE ANSWER CHOICES.

- Where can you look to find the answer?

BACK IN THE STORY.

- Is it OK to use your own experiences when you can't read all the words?

YES.

When the story doesn't tell the answer, what can you do?

USE MY OWN EXPERIENCES.

Lesson VI - **Review**
(Go over Lessons I, II, III, IV and V Reviews)

16. When you take a comprehension test, what kind of words will help you find the answer?

    QUESTION WORDS.
    WORDS IN THE QUESTION AND IN THE STORY.
    WORDS IN THE ANSWER CHOICES AND IN THE STORY.

17. Turn to **page 12**. This is a **comprehension test**. Look at the passage on page 10. What kind of passage is this?

    A LETTER.

18. What do you look for when you read a letter?

    THE NAME OF THE PERSON WHO WROTE IT.
    THE NAME OF THE PERSON WHO GETS IT.

    What do you learn when you read a letter?

    WHAT ONE PERSON TELLS ANOTHER PERSON.

19. Turn to **page 11**. This is another comprehension test. Do you use the pictures and directions to answer questions?

    YES.

    Sometimes the passage uses a word that means about the same as a word in the answer choices. Show me an example on **page 11**.

    ANSWER CHOICE "I" - COOK.
    STEP 5 - BAKE.

20. When you can't read all the words in the answer choices, what do you do?

    READ THE ONES I KNOW FIRST.
    SEE IF ONE OF THEM IS THE BEST ANSWER.

    - Then, if you still don't know the answer, what do you do?

    GUESS AND GO ON.

Lesson VII - **Review**
(Go over Lessons I, II, III, IV, V, and VI Reviews)

SUPER SCORE

TRAINING PACKAGE: TEST-TAKING SKILLS

Developed by:

Thomas E. Scruggs
N. Joanne Williams

SUPER SCORE

ACHIEVEMENT TEST
Answer Sheet

I-1
Complete

Name______________________ Form: 1 2
Teacher______________________ Grade________
School______________________ Today's Date ________

PUPIL SKILL ANALYSIS

TESTS	NUMBER OF ITEMS	NUMBER RIGHT	SCALED SCORE	GRADE EQUIV.	PERCENTILE RANK	STANINE
1	READING COMPREHENSION 60					
2	WORD STUDY SKILLS 60					
3	VOCABULARY 36					

CONTENT CLUSTERS	NUMBER RIGHT/NUMBER OF ITEMS	BELOW AVE.	AVE.	ABOVE AVE.
READING COMPREHENSION	/60			
Textual Reading	/20			
Functional Reading	/20			
Recreational Reading	/20			
Literal Comprehension	/30			
Inferential Comprehension	/30			
WORD STUDY SKILLS	/60			
Structural Analysis	/24			
Phonetic Analysis—Consonants	/18			
Phonetic Analysis—Vowels	/18			
VOCABULARY	/36			

SAMPLE

ⓐ ⓑ ● ⓓ ⓔ

1 ⓐ ⓑ ⓒ ⓓ ⓔ
2 ⓕ ⓖ ⓗ ⓙ ⓚ
3 ⓐ ⓑ ⓒ ⓓ ⓔ
4 ⓕ ⓖ ⓗ ⓙ ⓚ
5 ⓐ ⓑ ⓒ ⓓ ⓔ
6 ⓕ ⓖ ⓗ ⓙ ⓚ
7 ⓐ ⓑ ⓒ ⓓ ⓔ
8 ⓕ ⓖ ⓗ ⓙ ⓚ
9 ⓐ ⓑ ⓒ ⓓ ⓔ
10 ⓕ ⓖ ⓗ ⓙ ⓚ
11 ⓐ ⓑ ⓒ ⓓ ⓔ
12 ⓕ ⓖ ⓗ ⓙ ⓚ

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CHART I.

Super Score

ACHIEVEMENT TEST
Complete

I-1
Hand-Scorable Sheet

Vocabulary

SAMPLE
ⓐ●ⓒⓓ

1 ⓐⓑⓒⓓ
2 ⓕⓖⓗⓙ
3 ⓐⓑⓒⓓ
4 ⓕⓖⓗⓙ
5 ⓐⓑⓒⓓ
6 ⓕⓖⓗⓙ
7 ⓐⓑⓒⓓ
8 ⓕⓖⓗⓙ
9 ⓐⓑⓒⓓ
10 ⓕⓖⓗⓙ

Reading Comprehension

1 ⓐⓑⓒⓓ
2 ⓕⓖⓗⓙ
3 ⓐⓑⓒⓓ
4 ⓕⓖⓗⓙ
5 ⓐⓑⓒⓓ
6 ⓕⓖⓗⓙ
7 ⓐⓑⓒⓓ
8 ⓕⓖⓗⓙ
9 ⓐⓑⓒⓓ
10 ⓕⓖⓗⓙ
11 ⓐⓑⓒⓓ
12 ⓕⓖⓗⓙ
13 ⓐⓑⓒⓓ
14 ⓕⓖⓗⓙ
15 ⓐⓑⓒⓓ
16 ⓕⓖⓗⓙ
17 ⓐⓑⓒⓓ

Word Study Skills

SAMPLES
A ⓐ●ⓒⓓ
B ⓕⓖⓗⓙ

1 ⓐⓑⓒⓓ
2 ⓕⓖⓗⓙ
3 ⓐⓑⓒⓓ
4 ⓕⓖⓗⓙ
5 ⓐⓑⓒⓓ
6 ⓕⓖⓗⓙ
7 ⓐⓑⓒⓓ
8 ⓕⓖⓗⓙ
9 ⓐⓑⓒⓓ
10 ⓕⓖⓗⓙ

SAMPLE
ⓐ●ⓒ

11 ⓐⓑⓒ
12 ⓕⓖⓗ
13 ⓐⓑⓒ
14 ⓕⓖⓗ
15 ⓐⓑⓒ
16 ⓕⓖⓗ
17 ⓐⓑⓒ
18 ⓕⓖⓗ
19 ⓐⓑⓒ
20 ⓕⓖⓗ
21 ⓐⓑⓒ
22 ⓕⓖⓗ
23 ⓐⓑⓒ
24 ⓕⓖⓗ
25 ⓐⓑⓒ
26 ⓕⓖⓗ
27 ⓐⓑⓒ
28 ⓕⓖⓗ
29 ⓐⓑⓒ
30 ⓕⓖⓗ
31 ⓐⓑⓒ

ACHIEVEMENT TEST
Complete

I-1
Hand-Scorable Sheet

Vocabulary

SAMPLE
ⓐ●ⓒⓓ

1 ⓐ●ⓒⓓ
2 ⓕⓖ●ⓙ
3 ●ⓑⓒⓓ
4 ⓕⓖⓗ●
5 ⓐⓑ●ⓓ
6 ●ⓖⓗⓙ
7 ⓐⓑⓒ●
8 ⓕⓖ●ⓙ
9 ⓐⓑⓒ●
10 ⓕⓖⓗ●

Reading Comprehension

1 ⓐⓑ●ⓓ
2 ●ⓖⓗⓙ
3 ⓐⓑ●ⓓ
4 ⓕ●ⓗⓙ
5 ⓐⓑⓒ●
6 ⓕⓖⓗ●
7 ●ⓑⓒⓓ
8 ⓕⓖⓗ●
9 ⓐ●ⓒⓓ
10 ⓕⓖ●ⓙ
11 ⓐ●ⓒⓓ
12 ⓕⓖⓗ●
13 ●ⓑⓒⓓ
14 ⓕⓖⓗ●
15 ⓐⓑⓒ●
16 ⓕ●ⓗⓙ
17 ⓐⓑⓒ●

Word Study Skills

SAMPLES
A ⓐ●ⓒⓓ
B ⓕⓖⓗⓙ

1 ⓐ●ⓒⓓ
2 ⓕⓖⓗ●
3 ●ⓑⓒⓓ
4 ⓕⓖ●ⓙ
5 ⓐⓑ●ⓓ
6 ⓕ●ⓗⓙ
7 ⓐⓑⓒ●
8 ⓕⓖⓗ●
9 ●ⓑⓒⓓ
10 ⓕ●ⓗⓙ

SAMPLE
ⓐ●ⓒ

11 ⓐ●ⓒ
12 ⓕⓖ●
13 ⓐ●ⓒ
14 ⓕⓖ●
15 ⓐⓑ●
16 ●ⓖⓗ
17 ●ⓑⓒ
18 ⓕⓖ●
19 ⓐⓑ●
20 ●ⓖⓗ
21 ⓐ●ⓒ
22 ⓕ●ⓗ
23 ⓐⓑ●
24 ●ⓖⓗ
25 ●ⓑⓒ
26 ⓕⓖ●
27 ⓐⓑ●
28 ⓕ●ⓗ
29 ⓐ●ⓒ
30 ●ⓖⓗ
31 ●ⓑⓒ

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VOCABULARY

DIRECTIONS:

Listen to the teacher read a part of a sentence and four answer choices. Choose the answer choice that completes the sentence. Mark the answer carefully on the answer sheet.

SAMPLE

a sell
b rest
c rent
d turn

1 a pan
b bag
c dish
d box

2 f playing
g running
h sleeping
j calling

3 a day
b night
c dark
d black

4 f singing
g happy
h glad
j mad

5 a plane
b car
c barn
d ship

6 f saddle
g chair
h wagon
j cage

7 a cookie
b muffin
c banana
d beans

8 f busy
g happy
h sick
j fine

9 a beside it
b over it
c around it
d under it

10 f saw
g put
h sat
j told

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STOP

WORD STUDY SKILLS: SYLLABLES

DIRECTIONS:
Look at the four answer choices in each question. The same word is divided into three syllables in four ways. Choose the right way to divide the word. Mark the best answer on the answer sheet.

SAMPLES:

A.
a an·im·al
b an·i·mal
c an·im·al
d a·ni·mal

B.
f fish·er·man
g fis·her·man
h fi·sher·man
j fis·herm·an

1
a mail·bo·xes
b mail·box·es
c ma·il·boxes
d ma·ilb·oxes

2
f road·runn·er
g road·ru·nner
h roa·drun·ner
j road·run·ner

3
a a·part·ment
b ap·art·ment
c ap·ar·tment
d a·partm·ent

BEST COPY AVAILABLE

4
f gard·e·ning
g gard·en·ing
h gar·den·ing
i ga·rden·ing

5
a butt·erf·ly
b bu·tter·fly
c but·ter·fly
d butt·er·fly

6
f pol·ice·man
g po·lice·man
h polic·e·man
j pol·ic·eman

7
a fis·herm·an
b fi·sher·man
c fis·her·man
d fish·er·man

8
f ri·verb·oat
g riv·erb·oat
h ri·verb·oat
j riv·er·boat

9
a to·geth·er
b tog·eth·er
c to·get·her
d to·ge·ther

10
f sub·tract·ion
g sub·trac·tion
h subt·rac·tion
j sub·tra·ction

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS:

Read the first word. The letter or letters that are underlined stand for a sound. Find the answer choice that has the same sound. Mark the answer carefully on the answer sheet.

SAMPLE

play
- a cat
- b way
- c care

11 wet
- a new
- b walk
- c when

12 can
- f cane
- g baby
- h last

13 play
- a black
- b place
- c pay

14 lake
- f last
- g ball
- h maid

15 fish
- a change
- b school
- c ship

16 boy
- f soil
- g body
- h buy

17 set
- a cats
- b stop
- c boxes

18 nest
- f sea
- g home
- h head

19 land
- a lad
- b lane
- c hands

20 over
- f window
- g down
- h off

21 while
- a will
- b white
- c hit

22 open
- f book
- g go
- h top

23 just
- a game
- b must
- c jump

24 blue
- f new
- g run
- h number

25 jumped
- a set
- b turned
- c called

26 bear
- f near
- g ear
- h air

WORD STUDY SKILLS: LETTER-SOUND TEST

27 moon
- a money
- b one
- c room

28 bird
- f fire
- g fur
- h hard

29 try
- a sit
- b light
- c boy

30 feet
- f sea
- g foot
- h met

31 body
- a baby
- b boy
- c buy

STOP

BEST COPY AVAILABLE

DIRECTIONS:

Listen to the teacher read a part of a sentence and four answer choices. Choose the answer choice that completes the sentence. Mark the answer carefully on the answer sheet.

SAMPLE

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b rest
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b bag
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b car
c barn
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g chair
h wagon
j cage

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c banana
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g happy
h sick
j fine

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b over it
c around it
d under it

10 f saw
g put
h sat
j told

STOP

WORD STUDY SKILLS: SYLLABLES

DIRECTIONS:

Look at the four answer choices in each question. The same word is divided into three syllables in four ways. Choose the right way to divide the word. Mark the best answer on the answer sheet.

SAMPLES:

A.
a an·im·al
b an·i·mal
c an·im·al
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B.
f fish·er·man
g fis·her·man
h fi·sher·man
j fis·herm·an

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c ma·il·boxes
d ma·ilb·oxes

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h roa·drun·ner
j road·run·ner

3
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b ap·art·ment
c ap·ar·tment
d a·partm·ent

4
f gard·e·ning
g gard·en·ing
h gar·den·ing
j ga·rden·ing

5
a butt·erf·ly
b bu·tter·fly
c but·ter·fly
d butt·er·fly

6
f pol·ice·man
g po·lice·man
h polic·e·man
j pol·ic·eman

7
a fis·herm·an
b fi·sher·man
c fis·her·man
d fish·er·man

8
f ri·verb·oat
g riv·erb·oat
h ri·verb·oat
j riv·er·boat

9
a to·geth·er
b tog·eth·er
c to·get·her
d to·ge·ther

10
f sub·tract·ion
g sub·trac·tion
h subt·rac·tion
j sub·tra·ction

BEST COPY AVAILABLE

STOP

WORD STUDY SKILLS: LETTER-SOUND TEST

DIRECTIONS:

Read the first word. The letter or letters that are underlined stand for a sound. Find the answer choice that has the same sound. Mark the answer carefully on the answer sheet.

SAMPLE

play
- a cat
- b way
- c care

11 wet
- a new
- b walk
- c when

12 can
- f cane
- g baby
- h last

13 play
- a black
- b place
- c pay

14 lake
- f last
- g ball
- h maid

15 fish
- a change
- b school
- c ship

16 boy
- f soil
- g body
- h buy

17 set
- a cats
- b stop
- c boxes

18 nest
- f sea
- g home
- h head

19 land
- a lad
- b lane
- c hands

20 over
- f window
- g down
- h off

21 while
- a will
- b white
- c hit

22 open
- f book
- g go
- h top

23 just
- a game
- b must
- c jump

24 blue
- f new
- g run
- h number

25 jumped
- a set
- b turned
- c called

26 bear
- f near
- g ear
- h air

BEST COPY AVAILABLE

➾

27 moon
- a money
- b one
- c room

28 bird
- f fire
- g fur
- h hard

29 try
- a sit
- b light
- c boy

30 feet
- f sea
- g foot
- h met

31 body
- a baby
- b boy
- c buy

STOP

DIRECTIONS:

Carefully read the passage. Read each question that follows the passage. Choose the best answer for each question. Mark the best answer carefully on the answer sheet.

Birds have bones. The bones have holes in them. The holes in the bones have air in them. There are holes inside the bird, too. These holes have air in them, too. This helps the birds to fly.

1 This story tell about —

- a bones
- b air
- c birds
- d holes

2 What do the holes in the bones have inside them ?

- f air
- g birds
- h holes
- j bones

3 In which class would you read this story ?

- a art
- b music
- c science
- d math

GO ON

Mrs. Williams read the following letter to her cub scouts at their den meeting.

> Dear Dr. Sam,
>
> Thank you for coming to our den meeting. We learned a lot. We liked the game you played with us. It will help us to know how to act at the doctor's office.
>
> Now I know what to tell my doctor. I can help her. Then she can help me get well.
>
> I learned what my temperature is. When I go to see my doctor she puts something in my mouth. Now, I know she is checking my temperature. I'm sure glad I'm a mammal so my temperature stays the same. I don't go to sleep like snakes do everytime I get cold.
>
> Your friend,
> Dan

4 Dan wrote to a —

- f den
- g doctor
- h mammal
- j snake

5 Dan learned that mammals —

- a are snakes
- b go to sleep when they get cold
- c do not have a temperature
- d stay awake when they get cold

6 Why did Dan write the letter ?

- f to thank a doctor
- g to study snakes
- h to thank her doctor
- j to ask about mammals

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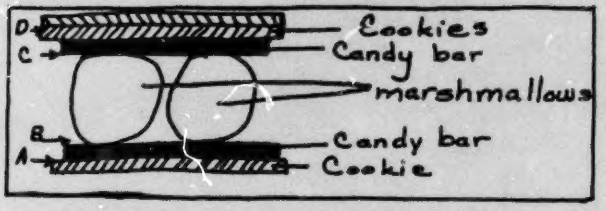
HOW TO MAKE A CHOCOLATE CANDY BAR

YUM-YUM!!!!



How to Make:

1. Get two cookies, two candy bars, and two marshmallows, one cookie.
2. Put together
   - A. Lay one candy bar over one cookie.
   - B. Lay two marshmallows over the candy bar.
   - C. Lay one candy bar over the two marshmallows.
   - D. Lay two cookies over the candy bar.
3. Place on a cookie sheet.
4. Put into the oven.
5. Bake at 350° F. for 5 minutes.
6. Eat while warm.

7 When put together, the yum-yum will look like a —

- a sandwich
- b pie
- c box
- d candy bar

8 Step 5 tells you how to —

- f eat the yum-yum
- g put the yum-yum together
- h make the yum-yum
- j cook the yum-yum

9 To do Step 2-A, you will need —

- a two candy bars and one cookie
- b one candy bar and one cookie
- c two cookies and one candy bar
- d one candy bar and two marshmallow

Kim got a birthday present. He played in it all day. Kim's neighbor, Ted, rode his bike to Kim's house and watched Kim play. Kim said, "Ted, lets ride together in my new wagon."

10 Kim got a present for his —

- f neighbor
- g bike
- h birthday
- j friend

11 Kim played in his —

- a school
- b wagon
- c tree
- d house

12 Ted rode to Kim's —

- f street
- g party
- h neighbor
- j house

13 Kim played at —

- a his house
- b his neighbor's house
- c the park
- d Ted's house

14 Ted and Kim will play —

- f on Ted's bike
- g in Ted's wagon
- h on Kims's bike
- j in Kim's wagon

Bill brought an old car home. It was not a good car. Bill said, "I can make this car run." He asked his dad to help him.

Dad said, "We can't make this car run. It is no good!" Then Bill asked his friend to help. His friend said, "We can't make your old car run. You can play with my new car." This made Bill very happy.

15 Bill was happy because he could play with —

a his dad's new car
b his old car
c his friend's old car
d his friend's new car

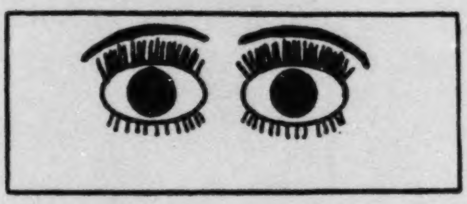
16 Bill brought a car home. It was —

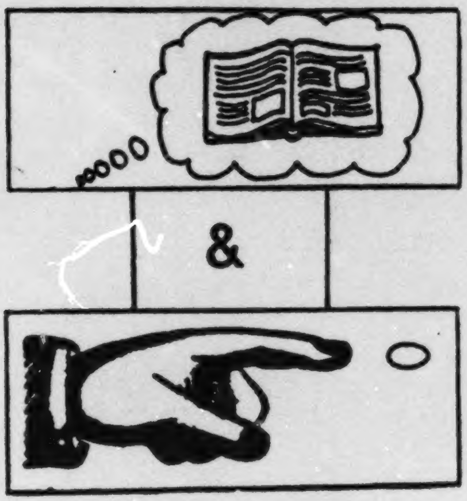
f a good car
g an old car
h a new car
j his dad's car

17 Bill was happy because —

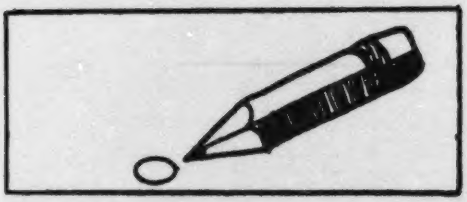
a his friend can make Bill's car run
b his dad can not make make Bill's car run
c his friend has a new car
d he can play with his friend's car

Choose the best answer.

1.  Read

2. 

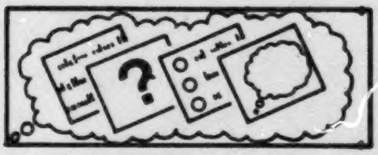
Think and Choose

3.  Mark

Choose the best answer.

1. Read

PASSAGE
QUESTION
ANSWER CHOICES

2.  Think

A. What is the passage (story) about ?

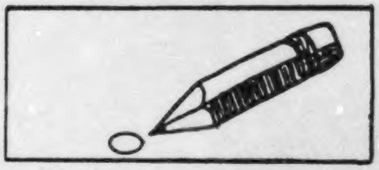
B. What is the "key idea" of the question ?

_______________, _____________________________

C. Find the sentence(s) (_________________,
_______________, _________________________) in
the passage that tell about the "key idea".

D. Think about the answer choices.

3. Choose

4.  Mark

(Comprehension) Chart B